THE RELATIONSHIP BETWEEN THE VOCATIONAL AGRICULTURE TEACHER'S ATTITUDE TOWARD COORDINATING AND ADVISING THE YOUNG FARMER ORGANIZATION AND HIS ATTITUDE TOWARD HIS OTHER DUTIES

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Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
July, 1971

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ACKNOWLEDGMENTS

The writer wishes to express his appreciation to Dr. Robert Price, Professor and Head, Department of Agricultural Education, for his interest, advice and faith in the investigator and for his assistance as committee adviser.

Appreciation is also expressed to Dr. James Key, thesis adviser, and to Dr. Milton Wells and Dr. William Frazier for serving on the writer's committee.

The writer would like to express his appreciation to Dr. Robert Terry for reviewing the manuscript and to Dr. Jack Pritchard for his encouragement.

Appreciation is expressed to Ralph Dreessen, Don Brown, Joe Raunikar, Benton Thomason, Cleo Collins, John Jones, and Hallard Randell, Supervision, Vocational Agriculture, Oklahoma State Department of Vocational and Technical Education, for their assistance with the collection of data.

Finally, the writer is especially grateful to his wife, Betty, for paying the bills and to his daughters, Suzanne and Deborah, and his son, Russell, for staying out of the way most of the time.

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CHAPTER I

INTRODUCTION

The duties or duty areas of a vocational agriculture teacher are numerous and extend far beyond his classroom activities with high school students. Just a few of the other areas in which a vocational agriculture teacher will work are those of young and adult farmer education; cooperative off-farm training programs; Future Farmers of America activities; supervised farming programs; public relations and others. Teachers have their favorite duties at which they prefer to spend most of their time. The attitude of the teachers toward their various duties will vary, and generally, their attitudes will be more favorable toward the duty to which they allow more time.

One of the duty areas which recently received additional emphasis in vocational agriculture was that of young and adult farmer education. This emphasis was spelled out in the Vocational Education Act of 1963 and the 1968 Amendments to that act when it was stated that their purpose was:

> . . . to maintain, extend and improve existing programs of vocational education . . . so that persons of all ages in all communities of the state . . . those who have already entered the labor market but need to upgrade their skills or learn new ones . . . will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training (21).

The complexity of modern production agriculture demands that a farmer must keep abreast of the current developments if he is to survive and remain in business. This task is almost an impossible one for the individual, and only through group effort can he have access to some of the newest information in this everchanging field of production agriculture. This is where the young farmer organization, one of the duty areas for a vocational agriculture teacher, plays a vital role.

The young and adult farmer educational program came into existence with passage of the Smith-Hughes Act of 1917 in which the need for vocational education for farmers was indicated by the statement that:

> . . . such education shall be of less than college grade and be designed to meet the needs of persons who have entered upon or who are preparing to enter upon the work of the farm (21).

The requirements by states concerning this program have varied considerably. Some have established a minimum number of hours annually to be devoted to young and adult farmer education, while other states have no specific requirements, except that educational programs should be offered throughout the year. The type of program offered by the vocational agriculture teacher in this area is affected by his attitude toward this duty. Those who favor young and adult farmer education generally maintain some type of program on a continuing basis in this area. Those whose attitudes are less favorable toward this duty are not apt to have a program of any great magnitude, but will only become involved enough to just get by and meet minimum state requirements.

Statement of the Problem

Young farmer organizations have been in existence for many years in such states as Ohio, Pennsylvania, California, Texas and Virginia, as

well as some other states. The Young Farmer Association of Oklahoma came into existence in November, 1969.

The purpose of this organization is primarily to continue education in agriculture for young farmers. It serves as the parent organization for local chapters which are organized for the same purpose, as well as for leadership training, community service, and family recreation. The idea of these organizations is that all activities will be carried out on a regular, systematic basis.

There have been numerous vocational agriculture departments within the State of Oklahoma with young farmer organizations for many years. However, there had not been any unity or coordination among the many programs until the recent formation of the state association.

There are many characteristics of the vocational agriculture teacher which can have an effect on his attitude toward the young farmer organization. Some of these are his personality, age, tenure at present school and competence. The above factors are all important, but perhaps are not as important as the relationship between vocational agriculture teachers' attitudes toward coordinating and advising the young farmer organization in relation to his attitudes toward his other duties. It seems reasonable to assume that their attitudes toward this duty will definitely have an effect on their levels of performance in this area. Therefore, a study of these attitudes and their relationship to the vocational agriculture teacher's attitude toward his other duties should prove helpful in designing courses of young farmer education for prospective vocational agriculture teachers. Also, a rank order of priorities of duties can serve as an indicator of the teacher's duty preference. Any discovered attitudinal relationships will be beneficial in student advisement.

Vocational agriculture teachers are key individuals influencing the

success or failure of young farmer organizations. There are instances in communities where vocational agriculture teachers have tried in vain to form young farmer organizations. After a teacher change in the community, a new teacher may often form a young farmer organization without any apparent difficulty. The reverse has also been true where successful young farmer organizations have become inactive after a change of teachers. An apparent factor involved could be the attitude of the vocational agriculture teacher toward his responsibilities for coordinating and advising a young farmer organization.

Purpose of the Study

The major purpose of this study is to identify the relationship between the vocational agriculture teacher's attitude toward coordinating and advising the young farmer organization and his attitudes toward his other duties. Further study of these attitudes should indicate an evaluative, an activity, and a potency measure which will give a more detailed rating of the factors in the above categories. A rank order of priorities of their duties as a vocational agriculture teacher will be established, as well as a self-evaluation score of their success in each of these areas. This information can be used for designing young and adult farmer education classes for both undergraduate and graduate students, primarily in the field of agricultural education. The relationship of these attitudes will be helpful in advisement of student teachers. The rank order of priorities can be used in structuring course content, while the self-evaluation score will be helpful in determining the areas in which the vocational agriculture teachers are strong and the areas in which they are weak and need additional work.

Objectives of the Study

In order to accomplish the major purpose of the study, the following specific objectives were formulated and served as guidelines for the design and conduct of the investigation:

1. To determine the attitude of the vocational agriculture teacher toward each of the following selected major duty areas:
    a. coordinating adult education in vocational agriculture
    b. directing all classroom activities in vocational agriculture
    c. directing off-farm occupational experience programs
    d. engaging in community relations activities
    e. coordinating and advising the Young Farmer Organization
    f. advising the Future Farmers of America
    g. directing activities for contests
    h. directing activities for fairs and shows
    i. directing supervised farming programs
    j. teaching agricultural mechanics
    k. engaging in teacher improvement activities
2. To sub-divide the attitudes in each area into evaluative (good-bad), activity (active-passive), and potency (weak-strong) factors.
3. To obtain a self-evaluation score of success from the vocational agriculture teachers on each of the eleven selected duty areas.
4. To establish a rank order of priorities based on attitude.
5. To establish a rank order of priorities based on self-evaluation of success.
6. To determine the relationship between the vocational agriculture teacher's attitude toward coordinating and advising the young farmer organization and his attitudes toward his other duties.

7. To determine the relationship between the attitude of the vocational agriculture teacher toward his duties and his self-evaluation of success.

Definition of Terms

Certain words and terms used in this study need to be defined in accordance with the way they were used.

Duty Areas: That cluster of tasks that are closely related and involve a variety of activities which a vocational agriculture teacher performs.

Young Farmer Organization: An organized series of educational, leadership, recreational and community service activities for young farmers.

Young Farmer: For purposes of holding district and state offices, a man under 41 years of age who is actively engaged in the business of farming or related agri-business. As a local chapter participant, no restriction regarding age is observed.

Attitude; How a teacher feels toward certain duties of a vocational agriculture teacher.

Scope and Limitations of the Study

This study was conducted during the spring semester of 1971. An attempt was made to reach all of the vocational agriculture teachers in the State of Oklahoma. However, only those vocational agriculture teachers in attendance at the P.I. Group meetings were included in this study. No attempt was made to contact those who were absent.

The investigator chose to administer the instrument at the P.I.

(Professional Improvement) meetings of the vocational agriculture teachers. Instructions were given orally. An attempt was made to attend these meetings in each district with the District Supervisor. When this could not be done, the District Supervisor filled in for the investigator.

The study was limited to obtaining the attitudes of the vocational agriculture teachers toward the eleven duty areas and to determine if any relationship existed between any of these attitudes and that of the responsibility of coordinating and advising a young farmer organization. The rank order of priorities of duties was based upon the mean attitude scores of the teachers. The self-evaluation score of success for the duties was used to compare with the attitude mean score in that duty area and to determine the relationship between these.

Assumptions Basic to the Study

The following assumptions were accepted by the investigator for the purpose of this study:

1. That the eleven duty areas selected are major duty areas.

2. That the instructions given by the district supervisor in the absence of the investigator are similar in nature and effect as those given by the investigator.

3. That teacher responses are valid and reliable, and that the instrument does measure what it purports to measure.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to present some background information for this study. The review will involve some research studies, relate some developments pertinent to this study, and cite some opinions of recognized authorities in the field. The four major areas to be covered are the history and development of the young farmer organization, the young farmer organization as a duty of vocational agriculture teachers, some selected characteristics of vocational agriculture teachers and their effect on successful young farmer organizations, and a brief review of attitudes and their relationship to teacher duties.

The History and Development of the Young Farmer Organization

Vocational education in agriculture came into existence with passage of the Smith-Hughes Act of 1917. Included in vocational education in agriculture were young and adult farmer education. As time passed, it became apparent that many of the young farmers who attended the special young and adult farmer classes were former vocational agriculture students and Future Farmers of America members. A need was felt by many of these groups to have some kind of organization to bridge the gap between the Future Farmers of America and farm organizations which were primarily composed of adult farmers. This was especially true after

World War II with the return of veterans who participated in the many educational programs designed for them.

Many local groups began to organize FFA Alumni and similar organizations. Ekstrom and McClelland (9) reported that the first Young Farmer Chapter to be organized was in Ohio in 1921. Others soon followed in Ohio as well as in other states. The authors reported that the first state association of young farmers to be organized was that of California in 1936. Other states soon followed this trend.

In the late 1930's and 1940's several states organized state associations for young farmers. Ekstrom and McClelland (9) reported that by 1949 Utah, New Jersey, Arkansas, Pennsylvania, South Carolina, and Hawaii had organized.

These young farmer organizations were formed for the purpose of continuing education in agriculture, leadership development, community service, and family recreation. This organization provides an opportunity for farmers to become informed about technical advancements in agriculture, and farmers may acquire new and additional training in the many areas of agriculture (31). The constitutions of the state associations state that the primary purpose of the organization is for continued education in vocational agriculture.

According to the Operations and Procedure Manual for Agricultural Education of the Oklahoma State Department of Vocational and Technical Education (18), each vocational agriculture teacher is required to provide a minimum of 20 class hours of adult and/or young farmer class instruction per year. It is strongly recommended that a local young farmer organization be used as a tool for working with young farmers in providing this education.

Wilkey (30) and Ekstrom and McClelland (9) reported that in 1948 and 1949, the Agricultural Education Section of the American Vocational Association Convention devoted time for discussion concerning a national organization of young farmers. Committees were appointed to consider the issue. According to Naugher (17), forty supervisors and teacher trainers in agricultural education, representing 34 states, met in Kansas City, Missouri, on October 14, 1949. After a full day of deliberating, they voted not to attempt a national organization at that time. However, they did recommend that the situation be kept under advisement for further study and possible future consideration.

Carpenter and Rodgers (8), concerning young farmer education, state:

> . . . it is apparent that the young farmer program has had as its central purpose providing educational assistance to those who are in the process of becoming established in farming.

A national training institute which attracted well-known people from state departments of education, colleges, and local schools gave renewed emphasis to young farmer education. The following are some of the conclusions taken from the conference report:

> 1. The need for a program of continuing education for young farmers is greater than ever today.
>
> 2. Recruitment of young men leaving high school and/or entering agricultural occupations is essential to program growth and enhances the economic and social development of those being recruited.
>
> 3. A functional organizational structure greatly enhances the value of educational programs for young farmers.
>
> 4. One of the greatest deterrents to program development in young farmer education is the shortage of well-prepared teaching personnel.
>
> 5. There is a need for more cooperation among states on the preparation of educational materials to minimize duplication of effort.

6. Program effectiveness can be greatly improved through cooperation with other agricultural and community agencies interested in young farmer education.

7. Additional research is needed to gain knowledge concerning critical factors involving young farmer education.

8. Well-designed pilot programs are badly needed to test new "systems" approaches and new technological devices employed in young farmer education.

9. Attention should be given to developing more realistic approaches to evaluating the effectiveness of young farmer educational programs (8).

At the present time, there are approximately fifteen states which have organized state associations of young farmers. Included is the Oklahoma Association, with 63 chartered chapters, which was organized in November, 1969.

There is no national organization. A National Young Farmer Institute is held annually, however, for two to three days at a different location for the purpose of bringing young farmers together for educational programs, exchange of ideas, and a tour of some agriculture facility.

The Young Farmer Organization as a Duty of Vocational Agriculture Teachers

The duties or duty areas of the vocational agriculture teacher are numerous and vary to some extent from one area of the country to another. Some changes have occurred from the beginning of vocational agriculture until the present, but many of the duties have not changed. Since the passage of the Vocational Education Act of 1963 and the 1968 Amendments, some changes in duty areas have occurred and the emphasis has shifted among these areas.

Numerous duties of vocational agriculture teachers have been outlined by Phipps (21), whose books have been used by agricultural teacher educators for many years. The principal duties cited by Phipps can be summarized as follows: (1) classroom activities, (2) supervised farming programs, (3) farm mechanics activities, (4) Future Farmers of America, (5) young farmer programs, (6) adult farmer education, (7) off-farm occupations, (8) professional improvement, (9) public relations programs, and (10) guidance and placement.

Basinger (4), in a study conducted in Ohio, and Bailey (3), with a similar study in Alabama a year later, had school administrators evaluate their vocational agriculture teachers in ten areas of competencies which can be called duty areas. These duty areas were: (1) general school program, (2) professional improvement, (3) physical facilities, (4) classroom teaching, (5) school and community relations, (6) Future Farmers of America, (7) supervised farming programs, (8) guidance and counseling, (9) long-time programs of vocational agriculture, and (10) adult and young farmer programs. Bailey (3) added an eleventh area, that of program evaluation.

In a Texas study conducted by Brown (6), six duty areas were used to determine the attitudes and opinions held by teachers of vocational agriculture and their administrators regarding selected areas of the vocational agriculture program. These areas were: (1) young and adult farmer education, (2) Future Farmers of America organization, (3) administration, (4) curriculum and instruction, (5) facilities and equipment, and (6) supervised farm training programs.

Ten roles of vocational education teachers, which include vocational agriculture teachers, were identified by Sutker, Egermeier and

Twyman (28) in a study in Oklahoma which involved an exploratory analysis of the roles and role conflicts of these teachers. These roles were listed as follows: (1) seeking advice in curriculum orientation, (2) developing curriculum, (3) choosing methods and procedures of instruction, (4) influencing recruitment and assignment of students, (5) assisting on post-high school placement of students, (6) establishing working conditions and facilities, (7) arranging financial matters, (8) relating generally with local and state administration, (9) developing the image of vocational education, and (10) seeking in-service professional development.

Guiler (11), an agriculture teacher educator at Ohio State University, in a five-year study to determine the self-perceived abilities of beginning teachers, used the following ten areas of what he termed basic competencies: (1) advising Future Farmers of America, (2) planning physical facilities, (3) pursuing professional improvement, (4) promoting public relations, (5) developing occupational experience programs, (6) teaching and program planning, (7) conducting guidance and counseling activities, (8) improving relationships with school and administration, (9) teaching agricultural mechanics, and (10) conducting young and adult farmer programs.

The Joint Committee of the U.S. Office of Education and the American Vocational Association (14) listed six major program objectives for vocational and technical education in agriculture. These are: (1) to develop agricultural competencies needed by individuals engaged in or preparing to engage in production agriculture, (2) to develop agricultural competencies needed by individuals engaged in agricultural occupations other than production agriculture, (3) to develop an understanding

of an appreciation for career opportunities in agriculture and the preparation needed to enter and progress in agricultural occupations, (4) to develop the ability to secure satisfactory placement and to advance in agricultural occupations through a program of continuing education, (5) to develop those abilities in human relations which are essential in agricultural occupations, and (6) to develop the abilities needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities. These program objectives can be interpreted to be duty areas of the vocational agriculture teacher.

In the Student Teaching Manual (27) of the Agricultural Education Department at Oklahoma State University are listed ten areas in which a student teacher should receive experience and gain competence. These areas are: (1) appraising the educational and agricultural needs of high school students and adults, (2) teaching high school students, (3) teaching young and adult farmers, (4) participating in school and community affairs, (5) counseling students, (6) planning and organizing physical facilities of vocational agriculture departments, (7) developing and internalizing the ethical standards and ideals best characterizing the teaching profession, (8) further clarifying the aims and objectives of the formal and informal patterns of adult education in our society, (9) developing a fuller understanding and greater appreciation of the important role of the vocational agriculture teacher in the local community, and (10) better understanding the important role of related agricultural organizations and business to the social and economic welfare of the local community. In order for the student teacher to gain experience in the above areas, he must perform and become

involved in these areas. He will do this under the direction of the cooperating teacher. These duty areas were developed by the teacher educators at Oklahoma State University and by the cooperating vocational agriculture teachers in the state.

In summary, numerous duties or duty areas were suggested by the writers who were from a broad geographic area. There was some variation among the duties reported by the authors; however, some of the more common ones reported by most were: (1) classroom teaching activities, (2) Future Farmers of America, (3) young farmer program, (4) adult farmer education, (5) public relations, (6) guidance and counseling, (7) planning physical facilities, and (8) program and curriculum planning. It should be noted that young and/or adult farmer programs were listed as a duty by all the writers who listed duties for vocational agriculture teachers.

Selected Characteristics of Vocational Agriculture Teachers and Their Effect On Successful Young Farmer Organizations

The vocational agriculture teacher is usually the key person who will influence the success or failure of a young farmer organization. His characteristics will become an integral part of this influence. Some of the selected characteristics included in this review are his attitudes, personality, age, tenure at present school, and competence.

Attitudes

All of the above factors can contribute to the teacher's attitude.

His attitude toward a young farmer organization can be influenced by his past experiences. Pritchard (24), in a study of 32 beginning teachers of vocational agriculture in Oklahoma, reported 22 favorable teacher attitude responses to adult education. He indicated that this could be due to their perception of a need for adult education.

Personality

The personality of the vocational agriculture teacher will be an influencing factor in the success or failure of a young farmer organization. Price (23), presently serving as Head of the Agricultural Education Department at Oklahoma State University, implied that the occurrence of young farmer organizations was due to a strong motivating force, extroverted personality or initiative of the vocational agriculture teacher. Myers (16), who is the Coordinator of Vocational Agriculture in Virginia, concerning young farmer organizations stated:

> To be successful, the teacher must like his work, possess enthusiasm and impart it to others, be a wise counselor, and realize that much teaching is done by precept and example.

Characteristics

A study in Texas conducted by Jackson (13) concerning 27 vocational agriculture teachers with young farmer organizations, gave the results of a rating of their characteristics by their superintendents. Seventy percent of the teachers were rated as excellent or very good in the following categories: (1) willingness to work, (2) dedication to work, (3) character and morals, (4) dependability, (5) cooperation, (6) sincerity, (7) determination, (8) adaptability, (9) attitude toward fellow workers, (1) enthusiasm, (11) initiative, (12) judgment and

common sense, (13) promptness, and (14) sense of humor.

Age

The age of the teacher has not appeared to be a factor that entered into the success or failure of forming young farmer organizations. Allison (1) studied twelve vocational agriculture teachers in western Oklahoma who had young farmer organizations. He found their average age to be 28 years. Price (23), in a study of Oklahoma and Pennsylvania young farmer organizations, found no significant differences in the ages of teachers with successful young farmer organizations and those without organizations.

Tenure

It seemed reasonable to assume that a long tenure at the present school would be an important factor concerning successful formation of young farmer organizations. However, there was no association between tenure of the vocational agriculture teacher and the occurrence of young farmer organizations reported by Price (23). Allison (1) reported that the teachers had been employed at their present schools for an average of 2.7 years and had been teaching an average of 3.4 years.

Grades

Undergraduate grades have been considered as a possible factor which could influence competence. However, the investigation conducted by Price (23) revealed no significant differences between teachers and their honor grade point averages in relation to their having or not having a young farmer organization.

Graduate Work

Graduate work in adult education apparently is a factor affecting competency. Price (23) reported that vocational agriculture teachers having young farmer organizations, as compared to those without the organization, had completed the greater number of hours of graduate work in adult education. He also found that Oklahoma teachers with young farmer organizations had attended a considerably greater number of workshops on adult education than had those without the organization.

Student Teaching

It has been suggested that student teaching experience in a school with a young farmer organization might be a contributing factor for developing competency in a vocational agriculture teacher. However, no significant differences were found between those teachers with young farmer organizations and those without, as related to their student teaching experience, in the study by Price (23).

Extra-Curricular Activities

Extra-curricular activities as an undergraduate is a possible factor that could build competence in a teacher. Price (23), in his study, learned that teachers who had more total experience in extra-curricular activities as undergraduates were teaching, at that time, in departments offering young farmer instructional programs. He found that there was a significant difference between teachers with this experience and those without in relation to those teachers offering a young farmer organization.

Competence

Insufficient training or experience in organizing out-of-school classes while in college was indicated as a primary cause for not having a young farmer organization in an Oklahoma study conducted by Forest (10). Twenty percent of the questionnaires returned from fifty vocational agriculture teachers indicated this problem as primary, while another twenty percent reported it as secondary. A program of instruction for out-of-school groups ranked fourth as a factor for pre-service training for prospective teachers, and the same factor ranked fourth as a problem for beginning teachers.

Guiler (11), in a five-year study conducted with beginning teachers in Ohio, had the teachers rate themselves according to their perceived abilities. At the beginning of the first year, conducting young and adult farmer programs received an average rating of 2.2 on a 7.0 scale. These same teachers, at the end of the first year, rated themselves at an average of 4.7 in this same ability. Guiler stated, ". . . that the increase in confidence of new teachers stems from the fact that after a year of experience they are more sure of what they can do."

In summary, several factors were reviewed that could be considered as characteristics of a vocational agriculture teacher. The personality of the teacher was found to be an important factor in determining his success in forming a young farmer organization. Age of the teacher and tenure at his present school were not influential factors involved in the success or failure for forming these organizations.

Competence of the teacher seemed to be important and there were several factors that could be considered under this topic. Undergraduate grades and student teaching experience were not influencing factors;

whereas, graduate courses in adult education, workshops in the same field, and experiences in undergraduate extra-curricular activities were related to teacher competence. Attitude of the teacher toward the young farmer organization and toward the duties of the vocational agriculture teacher and the relationship of these attitudes could be a very important factor, but very few studies have been conducted on this subject.

Attitudes and Their Relationship to Teacher Duties

The subject of "attitudes" has been studied for many years and numerous articles on this topic are available. Studies of all types have been conducted on the subject. Instruments have been developed in an attempt to determine attitudes and changes of attitude. This review will be limited to definitions of attitude.

Attitudes are based upon experience according to Allport (2) who stated:

> An attitude is a mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

This definition can be used to explain why some vocational agriculture teachers have a less favorable attitude toward some of their duties. Possibly, they have had undesirable experiences in this area.

Sherif (26) referred to evaluating experience in the following definition:

> An attitude may be defined as the individual's set of categories for evaluating a stimulus domain which he has established as he learns about that domain in interaction with other persons.

Both of the above writers indicate that an individual's personal experience with objects and situations will have an influence upon his attitudes. Interactions with other people who are involved in the experience or situation influence the person's attitude concerning these experiences or situations.

A person's attitude toward any object will determine his relationship with that object. Hutt, Isaacson and Blum (12), concerning attitudes, make the following statement:

> Generally speaking, we tend to approach and interact to stimuli. The individual's attitudes are present but dormant most of the time; but attitudes are reinforced by beliefs and often attract strong feelings.

This relationship can also relate to teaching. The teacher's beliefs toward a duty or duty area effect his attitudes toward these duties and he often expresses himself with strong feelings toward these areas.

Thurstone's (29) definition of attitudes points out that several factors are involved in forming a person's attitude when he stated that an attitude, ". . . is the sum total of a man's inclinations and feelings, prejudices or fears, thoughts, and convictions about a specific topic." This definition relates some possible reasons for the sometimes unfavorable attitude which a teacher has toward a new program.

A similar definition of attitudes comes from Hutt, Isaacson and Blum (12). They stated, "By attitudes, we mean the beliefs, feelings and action tendencies of an individual or group of individuals toward objects, ideas, and people." Again, several factors are shown to be involved in attitude formation and this statement indicates a possible reason for unfavorable attitudes toward new programs.

A slightly different approach was taken by Shaw and Wright (25)

who gave the following definition of attitude:

> A relative enduring system of affective evaluative reactions based upon and reflecting the evaluative concepts and beliefs which have been learned about the characteristics of a social object or class of social objects.

Evaluation of objects is stressed in this definition. This definition could be interpreted to mean that as a person learns more about an object and then re-evaluates his reaction toward this object, his attitude toward the object could change.

In summary, it has been stated that attitudes are based upon experiences and the evaluation of these experiences. People tend to respond to experiences toward which they have favorable attitudes and to avoid those toward which their attitudes are less favorable. Also, attitudes are based upon a person's beliefs, feelings, and prejudices toward any experience or object.

Summary

The literature reviewed covered four areas of investigation deemed pertinent to the study. The purpose for the review as it was conducted was to furnish background information for the study.

A search through the history of the young farmer organization has shown that development has been slow, and at present only fifteen states are organized on a state-wide basis. There is no national organization, although this has been studied, and at times, strongly advocated. A National Young Farmer Institute is held annually, however. Staff members of the Oklahoma State Department of Vocational and Technical Education strongly recommend that the vocational agriculture teacher use the young farmer organization to meet his contractual requirements for providing

young and adult farmer education.

Duties of the vocational agriculture teacher identified and used in this study are basically those discovered in the review. Some duties were deleted and additional ones were included in an attempt to use duties that were more in line with those performed by vocational agriculture teachers today. A majority of judgments and findings of the authors and/or investigators included sponsorship of the young farmer organization as an assumed duty of the vocational agriculture teacher.

Several factors were reviewed that were considered as pertinent characteristics to be noted for a vocational agriculture teacher with a successful young farmer organization. These included his personality, age, tenure, competence, and attitude. It seems reasonable to assume that the attitude of the vocational agriculture teacher toward the many duties for which he acknowledges responsibility will definitely affect the degree of his success in each duty or responsibility assumed.

The review of attitudes for this study concentrated around the assumption that attitudes are based upon experience and the evaluation of this experience. These evaluations, along with the beliefs, feelings, and prejudices toward any object, constitute the attitudes of an individual toward an object. The objects that this study is concerned with are the duty areas of the vocational agriculture teacher.

CHAPTER III

DESIGN AND METHODOLOGY

The primary purpose of this study was to identify the relationship between the vocational agriculture teacher's attitude toward coordinating and advising the young farmer organization and his attitude toward his other duties. In order to accomplish this, seven specific objectives were formulated and served as guidelines for the design and conduct of the investigation.

The purpose of this chapter is to describe the design for the study, the population, the development of the instrument used and the method of collection and analysis of data.

Design of the Study

The design of this study was descriptive and correlational; that is, it was designed to identify the relationship between the attitude of the vocational agriculture teacher toward coordinating and advising the young farmer organization and his attitude toward his other duties. Also, the relationship between his attitude toward his duties and his self-evaluation of success score was determined.

The Population

The population for this study consisted of the vocational agriculture teachers in the State of Oklahoma. There were a total of 351 voca-

tional agriculture departments with 387 teachers in the state. The state is divided into five supervisory districts with the following number of departments and teachers: (1) Central District, 70 departments, 78 teachers; (2) Northeast District, 74 departments, 81 teachers; (3) Northwest District, 62 departments, 65 teachers; (4) Southeast District, 70 departments, 83 teachers; and (5) Southwest District, 75 departments, 80 teachers. Each district is divided into four or five groups for professional improvement meetings and are known as P.I. Groups. The instrument was administered to the vocational agriculture teachers who were in attendance at a regularly scheduled P.I. meeting.

The return for this study was 305 of the 387 vocational agriculture teachers in the State of Oklahoma which represents 78.81 percent of the population. The distribution by supervisory districts was as follows: (1) Central District, 67 of 78 teachers, 85.89 percent; (2) Northeast District, 70 of 81 teachers, 86.41 percent; (3) Northwest District, 43 of 65 teachers, 66.15 percent; (4) Southeast District, 61 of 83 teachers, 73.49 percent; and (5) Southwest District, 64 of 80 teachers, 80.00 percent.

The Instrument Used

The instrument used to obtain the attitudes of the vocational agriculture teachers was the Semantic Differential which was developed by Osgood (20). It was selected because it is disguised in nature and can be structured to serve the needs of any attitudinal investigation.

Belasco, Alutto and Hrebiniak (5) used the Semantic Differential to obtain the attitudes of 625 teachers at two western New York schools on professional activities. They reported a reliability coefficient of

.85 for the instrument for their study.

Sixty science teachers were the subjects in a study by Butts and Raun (7), who used the Semantic Differential to determine change of attitudes. They reported from their findings that change in attitude did not appear to be related to years of teaching experience and that previous teaching experience did not appear to be a relevant contributor to attitude change.

In his study, Kane (15) used the Semantic Differential to determine attitudes. Seventy-one seniors in elementary education responded to seventeen concepts before and after eight weeks of student teaching experience. The objectives of his study were to: (1) compare attitudes of prospective elementary school teachers toward math, language arts, science and social studies, (2) test predictive validity of congruity, (3) study Semantic Differential structure for educational concepts, and (4) describe the location in semantic space of the meaning of each concept.

Osgood (20) related that the Semantic Differential can be used to measure connotative meanings, those which reflect the attitude of the individual toward the concept. These concepts may be words or phrases and are developed by the investigator who will use the instrument and are structured toward that area for which attitudes are to be obtained.

The concepts for this study are duty areas of the vocational agriculture teachers. They were formulated by the investigator and tested in several trial studies, which included both vocational agriculture teachers and student teachers, after which the concepts were revised. The eleven concepts used were: (1) coordinating adult education in vocational agriculture, (2) directing all classroom teaching activities in

vocational agriculture, (3) directing off-farm occupational experience programs, (4) engaging in community relations activities, (5) coordinating and advising the young farmer organization, (6) advising the FFA, (7) directing activities for contests, (8) directing activities for fairs and shows, (9) directing supervised farming programs, (10) teaching agricultural mechanics, and (11) engaging in teacher improvement activities. These eleven major duty areas were considered to be in line as those most often engaged in by vocational agriculture teachers, according to the State Supervisory Staff for Vocational Agriculture and the teacher educators of the Agricultural Education Department at Oklahoma State University.

Osgood (20) has a list of fifty adjective pairs referred to as bipolar traits which can be used to obtain a rating of the concepts. He suggests that the person using the Semantic Differential use any adjective pairs that will best describe his concepts. The following were chosen for this study to evaluate the concepts of the vocational agriculture teachers' duties: (1) worthless - valuable, (2) voluntary - required, (3) effective - ineffective, (4) good - bad, (5) unnecessary - necessary, (6) undesirable - desirable, (7) active - passive, (8) useless - beneficial, (9) progressive - moderate, and (10) weak - strong. These bipolar traits were set up on a seven point scale, with one being low, four neutral and seven high, and were used for all eleven concepts.

Three factors can be analyzed for each concept according to Osgood (20). These are an evaluative factor (good - bad), an activity factor (active - passive), and a potency factor (strong - weak). The bipolar traits, adjective pairs that are on the opposite end of a continuum,

that were used in this study to obtain the evaluative factor were worthless - valuable, good - bad, undesirable - desirable, and useless - beneficial. Those used to obtain the activity factor were voluntary - required, active - passive, and progressive - moderate. To obtain the potency factor effective - ineffective, unnecessary - necessary, and weak - strong were used.

The attitudes, when broken down into the three above mentioned factors, can be plotted on a three-dimensional chart called the Semantic Space (20). From this, patterns or clusters of concepts with similar attitudes can be determined.

An additional rating scale was used with the Semantic Differential. A self-evaluation of success in each of the eleven duty areas was administered, and the vocational agriculture teachers were to score themselves as to how successful they felt they were in each duty. The same concepts were used on this scale as were used to obtain the attitudes of the vocational agriculture teachers toward each duty area. A seven-point scale was used with each concept with one being unsuccessful, four neutral, and seven successful. Another page was used as a data sheet on which information was collected to determine whether the vocational agriculture teacher had a young farmer organization.

The instrument was printed so that only one concept with its ten adjective pairs appeared on a page (Appendix A). The pages were only one-half the size of a regular page. An instruction page was placed on front of the instrument.

Collection of the Data

The investigator chose to administer the instrument to the vocational agriculture teachers at their P.I. (Professional Improvement) meetings. An attempt was made to attend these meetings in each district with the District Supervisor. When this could not be done, the District Supervisor filled in for the investigator.

All the data was collected during the spring semester of 1971. One P.I. Group did not meet when scheduled, so the instrument was mailed to these teachers.

All instructions were given orally by the investigator or the District Supervisor. Normally, only about fifteen minutes were required for instructions and scoring of the instrument.

Analysis of the Data

The instrument was hand scored by the investigator following collection of the data after each P.I. meeting. A mean score for each of the three factors, evaluative, activity, and potency, was calculated for each participant. Also, an overall mean attitude score, combining the three factors, was calculated. The above mean scores were also determined for each of the five supervisory districts and for the state as a whole.

The Pearson Product Moment Correlation described by Popham (22) was used to determine the correlation between the attitude of the vocational agriculture teacher toward coordinating and advising the young farmer organization and his attitudes toward his other duties. It was also used to determine the correlation between the attitude of the vocational agriculture teacher toward his duties and his self-evaluation of success.

The following formula for the Pearson Product Moment was used in the calculation of the correlation coefficient:

$$r = \frac{\Sigma (X - \bar{X}) \quad (Y - \bar{Y})}{\sqrt{\left[\Sigma (X - \bar{X})^2\right] \quad \left[\Sigma (Y - \bar{Y})^2\right]}}$$

The Semantic Space was used to display the relationship of the attitudes of the vocational agriculture teachers toward their duties, showing the evaluative, activity, and potency relationships. The author's analysis of the Semantic Space and his judgment were the criteria used in grouping and clustering the duties. Those duties which appeared together in close proximity to each other in Semantic Space were considered to be a group. Those duties whose scores on the evaluative activity and potency measures, all three, were closely related, were considered to be a cluster. Each district and the state Semantic Space grouping was analyzed separately and judged according to its appearance.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The major purpose of this study was to determine the relationship between the vocational agriculture teacher's attitude toward coordinating and advising the young farmer organization and his attitude toward his other duties. Along with the attidue of the vocational agriculture teacher, a self-evaluation of success in the eleven major duty areas was also obtained.

Data presented in this chapter were obtained from 305 vocational agriculture teachers in the State of Oklahoma which represented 78.81 percent of the population of the Oklahoma Vocational Agriculture Teachers. This information was obtained from the teachers at regularly scheduled P.I. (Professional Improvement) meetings.

The results of this study are presented in six sections. They are: (1) the attitudes of the vocational agriculture teachers toward the eleven duty areas; (2) the attitudes as indicated by evaluative, activity, and potency factors; (3) self-evaluation of success by the vocational agriculture teachers in each of the duty areas; (4) the rank order of priorities placed upon the duties as indicated by Semantic Differential and self-evaluation scores; (5) a correlation of the attitudes toward the duty areas; and (6) a correlation of attitudes and self-evaluations of success.

Attitudes Toward Duties

The attitudes of the vocational agriculture teachers toward eleven major duty areas were obtained with the Semantic Differential. The duties were: (1) coordinating adult education in vocational agriculture; (2) directing all classroom teaching activities in vocational agriculture; (3) directing off-farm occupational experience programs; (4) engaging in community relations activities; (5) coordinating and advising the young farmer organization; (6) advising the FFA; (7) directing activities for contests; (8) directing activities for fairs and shows; (9) directing supervised farming programs; (10) teaching agricultural mechanics; and (11) engaging in teacher improvement activities.

The mean attitude score was determined for each district and the state as a whole in each of the eleven designated duty areas. Data presented in Table I consist of the mean attitude scores, on a seven-point scale, toward each of the eleven duty areas of the vocational agriculture teachers; this for each of the five supervisory districts and, in addition, the mean attitude scores for the state as a whole.

Only one duty, advising the FFA, listed as number six, received a total or state score above 6.00. This duty also received scores above 6.00 in each of the districts, which would indicate an extremely favorable attitude toward that duty by teachers in all of the districts. A majority of the duties received a score ranging between 5.00 and 5.99, which would indicate a moderately favorable attitude toward those duties performed by vocational agriculture teachers. In two of the districts, Northeast and Northwest, the teachers responded with scores of 4.92 and 4.96, respectively, for duty three, directing off-farm occupational experience programs, which indicates only a favorable attitude toward

TABLE I

RESPONDENT ATTITUDES TOWARD DUTIES BY DISTRICTS AND STATE

DUTIES	DISTRICTS					STATE
	Central	Northeast	Northwest	Southeast	Southwest	
1. Adult Education	5.38	5.18	5.20	5.22	5.35	5.27
2. Classroom Teaching	5.71	5.60	5.70	5.56	5.98	5.70
3. Occupational Programs	5.18	4.92	4.96	5.19	5.25	5.11
4. Community Relations	6.09	5.85	5.84	5.87	6.32	6.01
5. Young Farmer Organization	5.65	5.14	5.70	5.48	5.32	5.44
6. Future Farmers of America	6.16	6.06	6.13	6.04	6.22	6.12
7. Contests	5.95	5.74	5.58	5.75	5.97	5.81
8. Fairs and Shows	6.09	5.91	5.88	5.80	6.02	5.98
9. Supervised Farming Program	6.06	5.99	6.06	5.48	6.11	6.00
10. Agricultural Mechanics	5.90	6.02	5.76	5.97	5.85	5.92
11. Teacher Improvement	5.58	5.77	5.68	5.43	5.80	5.65

that duty. An overall unfavorable attitude was not indicated by the teachers in any of the districts toward any of the duties. The lowest overall attitude score (5.11) was given to duty number three, directing off-farm occupational experience programs. Coordinating and advising the young farmer organization, duty five, received a score of 5.44 on a state-wide basis, indicating a moderately favorable attitude. Duty number nine, directing supervised farming programs, received a score of 6.00 by teachers responding on a state-wide basis, which in terms of the scale used for this study, indicates an extremely favorable attitude. However, one district only considered it moderately favorable. A state-wide score of 6.01 was given to duty four, engaging in community relations activities, again indicating an extreme favorable attitude; however, teachers responding in three of the districts only considered it as moderately favorable.

Evaluative, Activity and Potency Factors of the Attitudes

Through use of the Semantic Differential, each attitude was subdivided into three factors: evaluative (good-bad), activity (active-passive), and potency (strong-weak). Adjective pairs indicating the evaluative factor were worthless-valuable, good-bad, undesirable-desirable, and useless-beneficial. In indicating the activity factor, voluntary-required, active-passive, and progressive-moderate were used. Effective-ineffective, unnecessary-necessary, and weak-strong were used to specify the potency factor.

Scores for each of the factors were determined by calculating the mean. Mean attitude range scores were established and interpreted as

indicated in Table II. Figures in this section show the relationship of the duties according to the three factors both by each district and by the state.

Central District

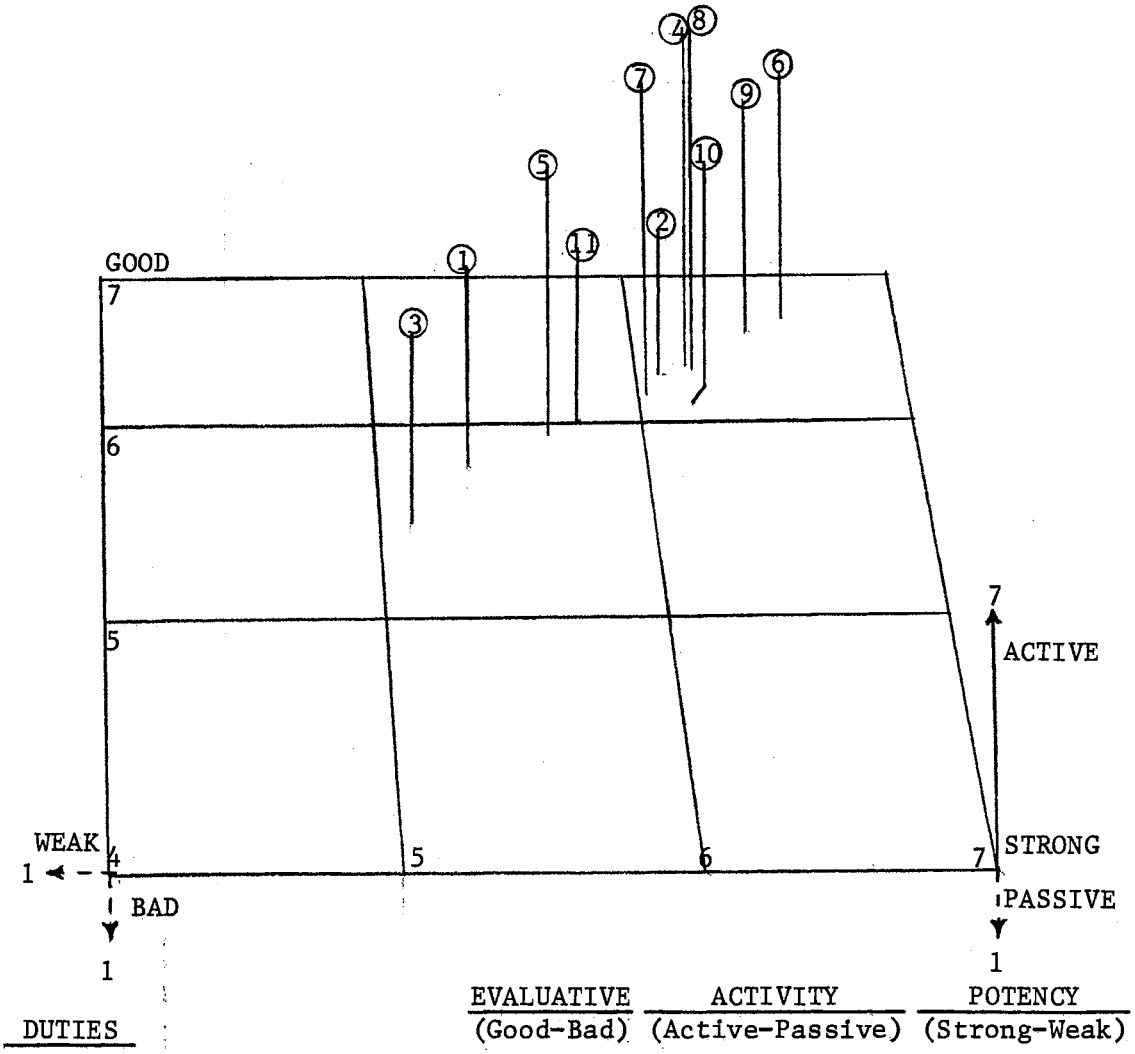
Content in Figure I, indicating the Semantic Space for responses obtained from teachers of the Central District, does not show any particular grouping of duties. The duties are spread out similarly to those of the Southeast District, except for the placement of duty nine, directing supervised farming programs. For purposes of this study, only one quadrant of the Semantic Space is being used to illustrate the relationship of the duties according to the three factors since all of the duties are located in this quadrant (Appendix B).

However, in collecting these data, three clusters of duties were identified, comprising those with similar scores in all three factors resulting in close proximity in Semantic Space. The first cluster identified "1" coordinating adult education in vocational agriculture, rated as moderately good, active, and strong; and "3" directing off-farm occupational experience programs, rated as moderately good, slightly active, and moderately strong. In the second cluster are grouped "4" engaging in community relations activities, "7" directing activities for contests, and "8" directing activities for fairs and shows, all valued extremely good, moderately active, and extremely strong. The three duties falling into the third cluster pattern are "6" advising the FFA, "9" directing supervised farming programs, and "10" teaching agricultural mechanics, all of which have an extremely good, moderately active, and extremely strong rating.

TABLE II

INTERPRETATION OF ATTITUDE SCORES

SCORE RANGE	FACTORS		
	Evaluative (Good-Bad)	Activity (Active-Passive)	Potency (Strong-Weak)
1.00 - 1.99	Extremely bad	Extremely passive	Extremely weak
2.00 - 2.99	Moderately bad	Moderately passive	Moderately weak
3.00 - 3.99	Slightly bad	Slightly passive	Slightly weak
4.00 - 4.99	Slightly good	Slightly active	Slightly strong
5.00 - 5.99	Moderately good	Moderately active	Moderately strong
6.00 - 7.00	Extremely good	Extremely active	Extremely strong



	DUTIES	EVALUATIVE (Good-Bad)	ACTIVITY (Active-Passive)	POTENCY (Strong-Weak)
1	Adult Education	5.81	5.00	5.33
2	Classroom Teaching	6.32	4.73	6.07
3	Occupational Programs	5.49	4.94	5.11
4	Community Relations	6.40	5.69	6.19
5	Young Farmer Organization	5.94	5.36	5.64
6	Future Farmers of America	6.67	5.23	6.58
7	Contests	6.24	5.59	6.02
8	Fairs and Shows	6.38	5.68	6.21
9	Supervised Farming Programs	6.61	5.14	6.42
10	Agricultural Mechanics	6.31	5.19	6.21
11	Teacher Improvement	6.02	4.92	5.80

Figure 1. Semantic Space Groupings By Central District Respondents

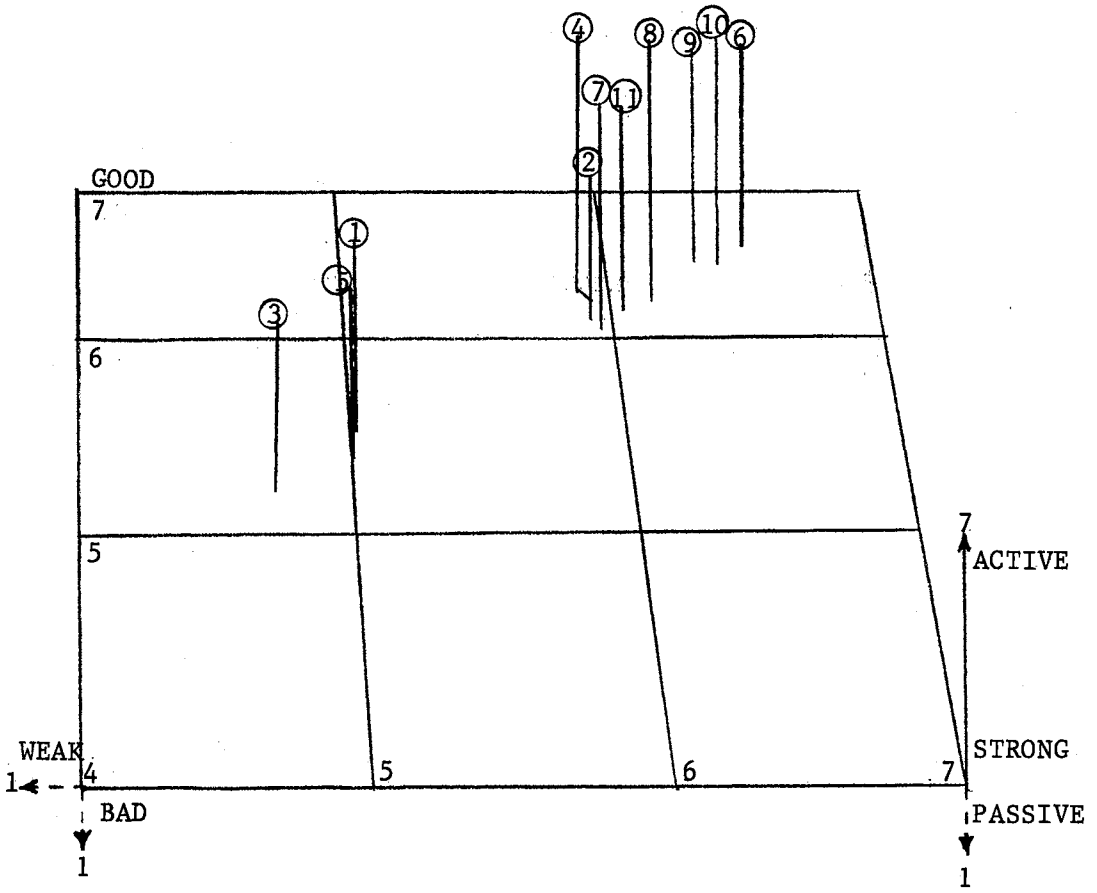
Moderately good, active, and strong were the values of respondents assigned to "5" coordinating and advising the young farmer organization. As such, this duty was not closely related to any of the other duties in Semantic Space.

All of the duties, except three, received a rating which can be interpreted as an extremely good evaluative rating, and these three were evaluated as moderately good. Three duties were rated as slightly active, while the remainder rated moderately active. In terms of the potency factor, seven were rated extremely strong and four were rated moderately strong.

Northeast District

When the pattern of responses are examined for the Northeast District, two major groupings of duties can be recognized by examining Figure 2. Duties one, three, and five comprise one group, with the remainder falling into the second group. This resembles, to some extent, the pattern of the Southwest District, with the exception of some of the duty placements.

Four clusters of duties can be identified for the Northeast District. Contained in the first one are "1" coordinating adult education in vocational agriculture, and "5" coordinating and advising the young farmer organization, both of which were rated as moderately good, slightly active, and moderately strong. The second cluster consists of "4" engaging in community relations activities, valued extremely good and moderately active and strong, and "8" directing activities for fairs and shows, which rated extremely good, moderately active, and extremely strong. The third cluster contains "7" directing activities



DUTIES		EVALUATIVE (Good-Bad)	ACTIVITY (Active-Passive)	POTENCY (Strong-Weak)
1	Adult Education	5.56	4.95	5.03
2	Classroom Teaching	6.15	4.73	5.92
3	Occupational Programs	5.21	4.84	4.72
4	Community Relations	6.27	5.37	5.92
5	Young Farmer Organization	5.51	4.89	5.01
6	Future Farmers of America	6.64	5.00	6.54
7	Contests	6.10	5.16	5.97
8	Fairs and Shows	6.30	5.28	6.16
9	Supervised Farming Programs	6.51	5.09	6.36
10	Agricultural Mechanics	6.50	5.16	6.41
11	Teacher Improvement	6.23	5.03	6.06

Figure 2. Semantic Space Groupings By Northeast District Respondents

for contests, which was valued as extremely good and moderately active and strong, and "11" engaging in teacher improvement activities rated extremely good, moderately active and extremely strong. Comprising the fourth cluster are "6" advising the FFA, "9" directing supervised farming programs, and "10" teaching agricultural mechanics, all of which were rated extremely good, moderately active, and extremely strong.

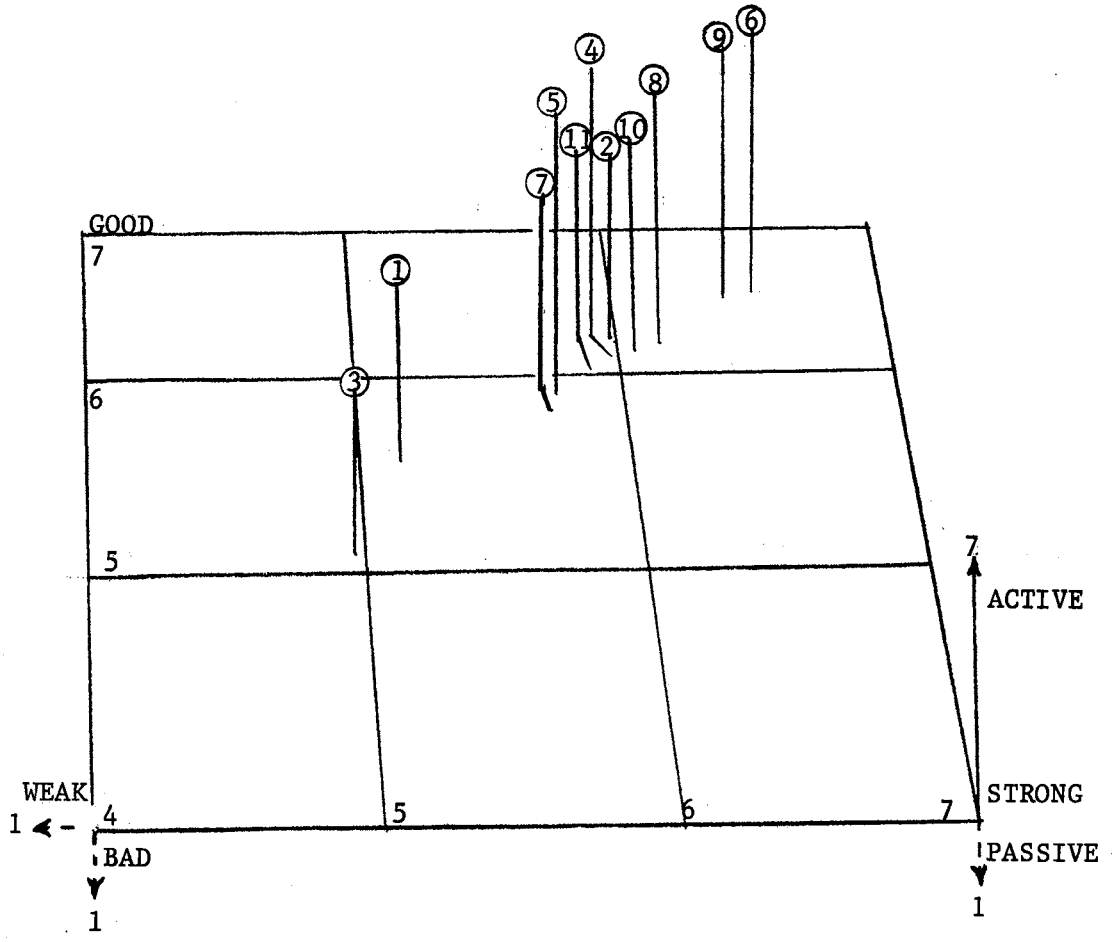
For this district, the Northeast, "5" coordinating and advising the young farmer organization was given a value of moderately good, slightly active, and moderately strong. Also, it is located in the cluster with "1" coordinating adult education for vocational agriculture.

Eight of the eleven duties were rated evaluatively as extremely good by the teachers of the Northeast District, while three were rated moderately good. Moderately active was the activity rating given to seven duties, and a slightly active rating was given to the remaining four duties. The teachers rated five duties as extremely strong, five as moderately strong, and one as slightly strong for the potency factor.

Northwest District

There are three groups of duties evident in Figure 3, the Semantic Space for the Northwest District. The first one consists of duties one and three; the second group consists of duties six and nine, while the third group contains the remainder of the duties. The pattern of duties for this district resembles the pattern of duties of the Northeast District more closely than that of any of the other districts, with the exception of duties five and ten.

Only two clusters of duties are evident in Figure 3. The first



	DUTIES	EVALUATIVE (Good-Bad)	ACTIVITY (Active-Passive)	POTENCY (Strong-Weak)
1	Adult Education	5.58	4.86	5.15
2	Classroom Teaching	6.23	4.88	5.98
3	Occupational Programs	5.10	4.80	4.97
4	Community Relations	6.09	5.46	5.98
5	Young Farmer Organization	5.92	5.41	5.76
6	Future Farmers of America	6.56	5.31	6.53
7	Contests	5.82	5.19	5.73
8	Fairs and Shows	6.20	5.28	6.15
9	Supervised Farming Programs	6.51	5.21	6.45
10	Agricultural Mechanics	6.17	5.07	6.05
11	Teacher Improvement	6.03	5.11	5.90

Figure 3. Semantic Space Groupings By Northwest District Respondents

cluster consists of three duties which are "2" directing all classroom teaching activities, with a value of extremely good, slightly active, and moderately strong, "10" teaching agricultural mechanics, valued as extremely good, moderately active, and extremely strong, and "11" engaging in teacher improvement activities rated as extremely good and moderately active and strong. The two duties contained in the second cluster are "6" advising the FFA and "9" directing supervised farming programs, both of which have a rating of extremely good, moderately active, and extremely strong.

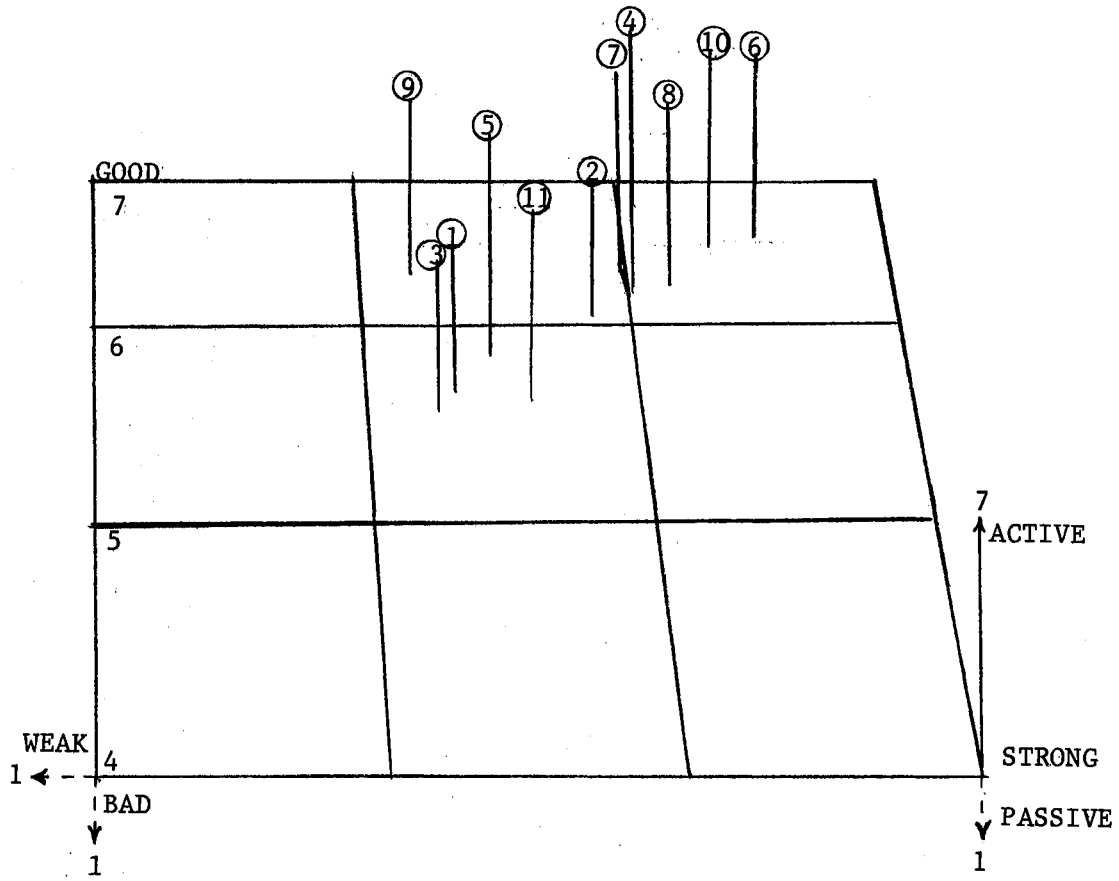
Coordinating and advising the young farmer organization "5" was given a value of moderately good, active, and strong by the respondents. It did not fit into any cluster of duties.

Extremely good was the evaluative rating given to seven duties by the teachers of the Northwest District and a moderately good rating was given to the remaining four. Eight duties were rated moderately active, while three were rated slightly active for the activity factor. Only four duties received an extremely strong potency rating, six received a moderately strong rating, and one received a slightly strong rating.

Southeast District

The duties in Figure 4, the Semantic Space Groupings by Southeast District Respondents, do not form any kind of group but are scattered similarly to those in the Central District, except for duty nine, directing supervised farming programs, which has shifted considerably.

Three clusters of duties are evident in Figure 4. The first cluster of duties contains "1" coordinating adult education in vocational agriculture and "3" directing off-farm occupational experience programs,



	DUTIES	EVALUATIVE (Good-Bad)	ACTIVITY (Active-Passive)	POTENCY (Strong-Weak)
1	Adult Education	5.64	4.70	5.32
2	Classroom Teaching	6.08	4.72	5.88
3	Occupational Programs	5.56	4.74	5.27
4	Community Relations	6.22	5.35	6.04
5	Young Farmer Organization	5.86	5.11	5.48
6	Future Farmers of America	6.67	4.95	6.51
7	Contests	6.11	5.14	6.01
8	Fairs and Shows	6.32	4.93	6.17
9	Supervised Farming Programs	6.35	4.91	5.19
10	Agricultural Mechanics	6.52	5.02	6.39
11	Teacher Improvement	5.78	4.89	5.63

Figure 4. Semantic Space Groupings By Southeast District Respondents

both rated as moderately good, slightly active, and moderately strong. Located in the second cluster of duties are "7" directing activities for contests, valued as extremely good, moderately active, and extremely strong, and "8" directing activities for fairs and shows, valued as extremely good, slightly active, and extremely strong. There are two duties in the third cluster, "6" advising the FFA, rated extremely good, slightly active, and extremely strong, and "10" teaching agricultural mechanics, rated extremely good, moderately active, and extremely strong.

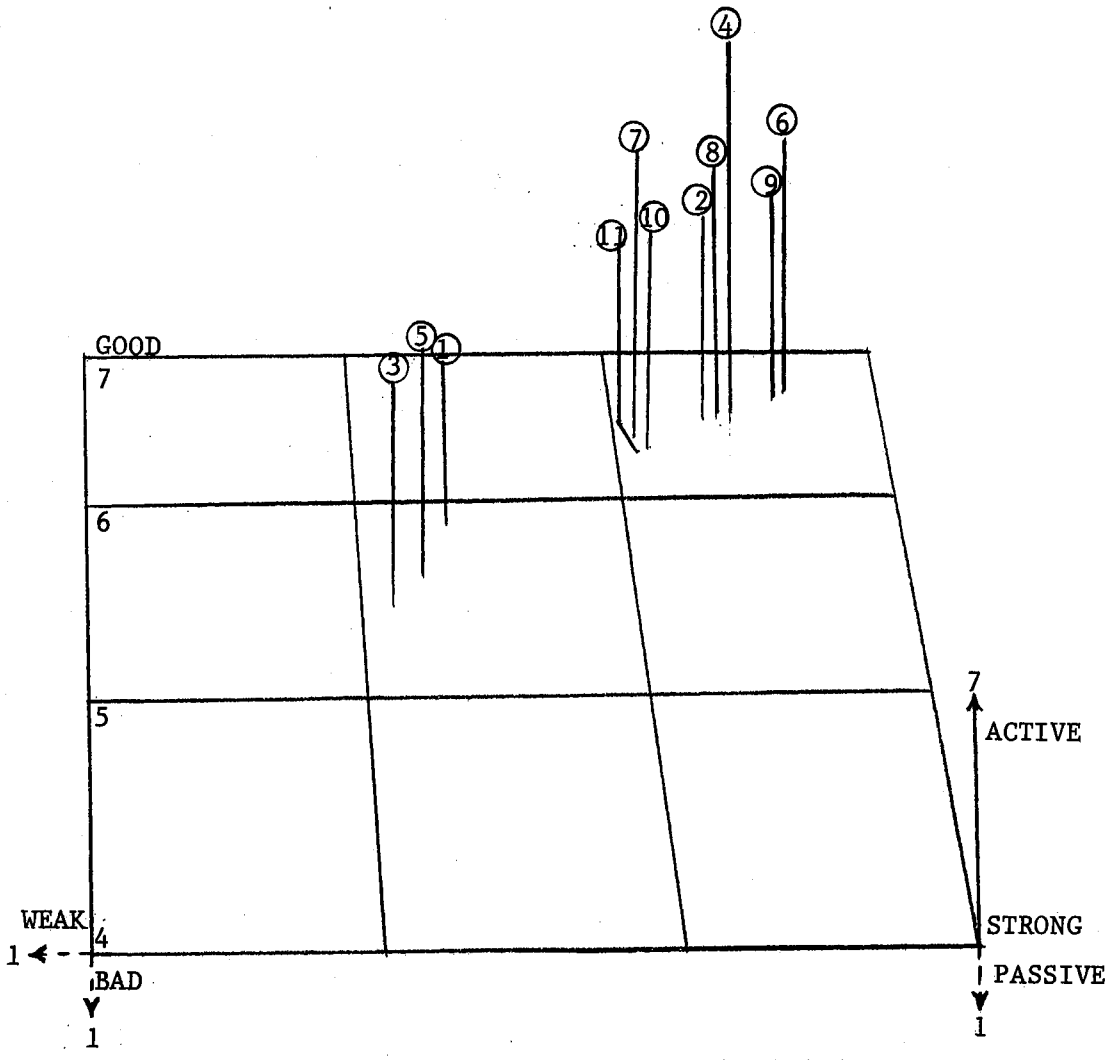
Moderately good, active and strong was the value assigned to "5" coordinating and advising the young farmer organization by the teachers. It did not fit into any cluster of duties.

Directing supervised farming programs "9" was not in the same general location in Semantic Space for the Southeast District as it was for the other districts and for the state.

The vocational agriculture teachers gave an evaluative rating of extremely good to seven duties and moderately good to four duties. Only four duties were rated moderately active, while seven were rated slightly active for the activity factor. Extremely strong was the potency rating given to five duties and a moderately strong rating was given to the remaining six duties.

Southwest District

There are two groupings of duties presented in Figure 5, the Semantic Space for the Southwest District. Duties one, three, and five comprise the first group, and the remainder of the duties are in the second group. The pattern of duties for this district, the Southwest, resembles the pattern of duties of the Northeast District, except for the location



	DUTIES	EVALUATIVE (Good-Bad)	ACTIVITY (Active-Passive)	POTENCY (Strong-Weak)
1	Adult Education	5.88	4.83	5.34
2	Classroom Teaching	6.57	5.03	6.35
3	Occupational Programs	5.48	5.14	5.13
4	Community Relations	6.57	5.93	6.45
5	Young Farmer Organization	5.60	5.11	5.24
6	Future Farmers of America	6.68	5.31	6.66
7	Contests	6.41	5.42	6.08
8	Fairs and Shows	6.48	5.31	6.38
9	Supervised Farming Programs	6.74	4.99	6.61
10	Agricultural Mechanics	6.34	5.09	6.12
11	Teacher Improvement	6.27	5.03	6.09

Figure 5. Semantic Space Groupings By Southwest District Respondents

of some of the duties within the second group.

Only two clusters of duties are evident in Figure 5. The first cluster, consisting of three duties, contains "1" coordinating adult education in vocational agriculture, with a value of moderately good, slightly active, and moderately strong, "3" directing off-farm occupational experience programs, and "5" coordinating and advising the young farmer organization, with values of moderately good, active and strong for the last two. The second cluster of duties consists of "10" teaching agricultural mechanics and "11" engaging in teacher improvement activities, both being rated extremely good, moderately active, and extremely strong.

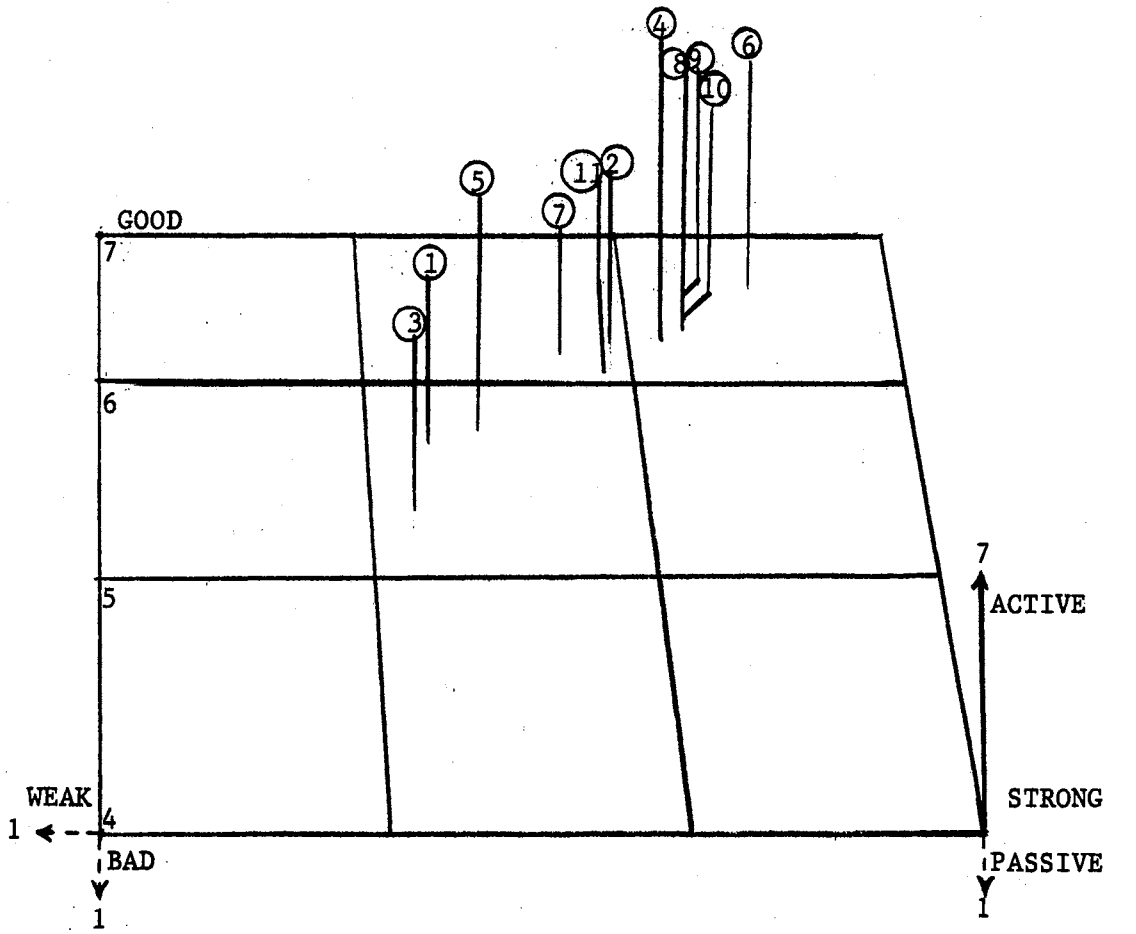
A value of moderately good, active and strong was assigned by the teachers to "5" coordinating and advising the young farmer organization. It is located in the first cluster of duties mentioned previously.

An unusual characteristic of the Semantic Space for the Southwest District is the high value of the activity factor given to duty four, engaging in community relations activities.

Eight duties were rated extremely good by the respondents, while only three were rated as moderately good for the evaluative factor. Nine duties received a moderately active activity rating with two receiving a slightly active rating. Again, eight duties were rated as extremely strong with three being rated moderately strong for the potency factor.

The State

There are three main groups in Figure 6, the Semantic Space for the state. Duties one, three, and five comprise one group. Duties one and



	DUTIES	EVALUATIVE (Good-Bad)	ACTIVITY (Active-Passive)	POTENCY (Strong-Weak)
1	Adult Education	5.69	4.87	5.23
2	Classroom Teaching	6.27	4.82	5.93
3	Occupational Programs	5.37	4.89	5.16
4	Community Relations	6.31	5.56	6.12
5	Young Farmer Organization	5.77	5.18	5.43
6	Future Farmers of America	6.64	5.16	6.56
7	Contests	6.14	4.67	5.76
8	Fairs and Shows	6.34	5.30	6.21
9	Supervised Farming Programs	6.54	5.07	6.21
10	Agricultural Mechanics	6.35	5.11	6.21
11	Teacher Improvement	6.06	5.00	5.90

Figure 6. Semantic Space Groupings By The State Respondents

three occupied approximately the same location in all of the districts. Duty five was in the group with one and three in the Northeast and Southwest Districts.

The second group consists of duties two, seven, and eleven. These duties, also, are in the same approximate location in all districts, except the Southeast District where duty eleven shifted.

In the third group of duties are four, six, eight, nine and ten. Except for duty nine, which shifted in the Southeast District, these duties are in the same general location for all districts.

Three clusters of duties are noted in Figure 6. The first cluster of duties consists of "1" coordinating adult education in vocational agriculture, and "3" directing off-farm occupational experience programs, which were rated moderately good, slightly active, and moderately strong. In the second cluster of duties are "2" directing all classroom teaching activities in vocational agriculture, valued as extremely good, slightly active, and moderately strong, and "11" engaging in teacher improvement activities, valued as extremely good and moderately active and strong. The duties contained in the third cluster are "4" engaging in community relations activities, "8" directing activities for fairs and shows, "9" directing supervised farming programs, and "10" teaching agricultural mechanics, all of which were value rated as extremely good, moderately active, and extremely strong by the teachers in the state.

Coordinating and advising the young farmer organization "5" was evaluated as moderately good, active, and strong. It did not fit into any of the clusters of duties.

The vocational agriculture teachers across the state rated eight

duties as extremely good and three as moderately good, based on attitudes for the evaluative factor. For the activity factor, seven duties were rated as moderately active, while four were rated as slightly active. Five duties were rated as extremely strong and six were rated as moderately strong for the potency factor. It is interesting to note that three duties, directing activities for fairs and shows (Number 8), directing supervised farming programs (Number 9), and teaching agricultural mechanics (Number 10) all have a potency score of 6.21. Also, the similarity of patterns of the duties in Semantic Space among the five districts and the state should be noted.

Self-Evaluation of Success

The same eleven concepts used to obtain the attitudes of the vocational agriculture teachers toward their duties were used to obtain the self-evaluation of success scores for each of the duties. The teachers were asked to rate themselves as to how successful they felt they were in each duty area. A seven-point scale was used with one being unsuccessful, four neutral, and seven successful.

In Table III are the mean self-evaluation scores of success for the teachers in each of the five supervisory districts and for the state as a whole. In all districts, duty six, advising the FFA, was the duty in which the teachers ranked themselves most successful, although some districts have an equal success score for some of the other duties. Likewise, most of the teachers in all districts ranked themsleves lowest in success in duty three, directing off-farm occupational experience programs and in duty five, coordinating and advising the young farmer organization. It should be noted that in two districts, the Northeast

TABLE III

RESPONDENTS' SELF-EVALUATION OF SUCCESS IN DUTY PERFORMANCE

DUTIES	DISTRICTS					STATE
	Central	Northeast	Northwest	Southeast	Southwest	
1. Adult Education	4.6	4.1	5.0	4.7	4.4	4.5
2. Classroom Teaching	5.3	5.8	5.5	5.7	6.0	5.8
3. Occupational Programs	4.1	4.1	4.4	3.9	4.2	4.1
4. Community Relations	5.6	5.5	5.7	5.8	6.0	5.7
5. Young Farmer Organization	4.3	3.4	5.3	4.1	4.1	4.1
6. Future Farmers of America	5.6	6.0	5.9	6.0	6.0	5.9
7. Contests	5.0	5.7	5.4	5.5	5.6	5.6
8. Fairs and Shows	5.6	5.7	5.8	5.7	6.0	5.7
9. Supervised Farming Programs	5.6	5.7	4.3	5.8	6.0	5.8
10. Agricultural Mechanics	5.3	5.7	5.7	5.3	5.8	5.6
11. Teacher Improvement	5.5	5.8	5.5	5.6	5.5	5.6

and the Southwest, the teachers ranked themselves least successful in duty five. The teachers in the Northeast District gave themselves a score of 3.4 for coordinating and advising the young farmer organization, duty five, which can be interpreted as slightly unsuccessful. A similar interpretation can be made for the score of 3.9 of the teachers in the Southeast District for duty three, directing off-farm occupational experience programs. On the state basis, eight duties received a moderately successful score, while three received a slightly successful score by the respondents.

Rank Order of Priorities

A rank order of priorities of duties was established on the overall attitude scores, which were obtained by the Semantic Differential from the teachers and for comparison, the self-evaluation of success scores. The priorities of duties by the teachers of each of the districts and for the state are indicated in Table IV.

Duty six, advising the FFA, ranked first, based on the mean attitude and self-evaluation of success scores of the teachers in all the districts with the exception of the Southwest District, in which the teachers ranked it second, based on attitude scores. In the majority of the cases, duty three, directing off-farm occupational experience programs, received the lowest rank by respondents, based on attitude and self-evaluation of success scores. The Northeast District was an exception because the teachers ranked this duty ninth on self-evaluation of success scores, and the Northwest and Southwest District teachers ranked it tenth on self-evaluation of success.

Duty five, coordinating and advising the young farmer organization,

TABLE IV

RANK ORDER OF PRIORITIES OF DUTIES BASED ON MEAN SEMANTIC DIFFERENTIAL AND SELF-EVALUATION SCORES

	DUTIES	DISTRICTS										STATE	
		Central		Northeast		Northwest		Southeast		Southwest			
		SD	SE	SD	SE	SD	SE	SD	SE	SD	SE	SD	SE
1.	Adult Education	10	9	9	9*	10	9	10	9	9	9	10	9
2.	Classroom Teaching	7	6*	8	2*	6*	5*	6	4*	5	1*	7	2
3.	Occupational Programs	11	11	11	9*	11	10	11	11	11	10	11	10
4.	Community Relations	2*	1*	5	8	4	3*	3	2*	1	1*	2	4*
5.	Young Farmer Organization	8	10	10	11	6*	8	7*	10	10	11	9	10
6.	Future Farmers of America	1	1*	1	1	1	1	1	1	2	1*	1	1
7.	Contests	5	8	7	4*	9	7	5	7	6	7	6	6*
8.	Fairs and Shows	2*	1*	4	4*	3	2	4	4*	4	1*	4	4*
9.	Supervised Farming Programs	4	1*	3	4*	2	11	7*	2*	3	1*	3	2
10.	Agricultural Mechanics	6	6*	2	4*	5	3*	2	8	7	6	5	6*
11.	Teacher Improvement	9	5	6	2*	8	5*	9	6	8	8	8	6*

SD - Rank based on Semantic Differential Score
SE - Rank based on Self-Evaluation Score
* - Tied

ranked ninth, based on attitude scores and tenth, based on self-evaluation of success scores on a state-wide basis. The highest rank given to this duty was by the Northwest District teachers, who ranked it sixth on the attitude scores and eighth on self-evaluation scores.

In the Central District, four duties tied for first place, while in the Southwest District five duties tied for first place, all based on the self-evaluation scores indicated by the teachers.

Relationship of Attitudes Between Coordinating and Advising the Young Farmer Organization and the Other Duties

The Semantic Differential was used to obtain the attitude scores of the vocational agriculture teachers toward eleven of their major duties. The Pearson Product Moment Correlation was used to determine the correlation between the attitude of the vocational agriculture teacher toward coordinating and advising the young farmer organization, duty five, and his attitude toward each of his other duties. In addition, a multiple correlation coefficient was calculated between all duties and duty five. These correlation coefficients are outlined in Table V. All of the correlation coefficients between duty five and the other duties were significant at the .01 level of confidence, except for duty ten, teaching agricultural mechanics, which was significant at the .05 level.

For the purposes of this study, correlations between 0.400 and 0.599 are considered high and above 0.600 are considered as extremely high. High correlations were found between duty one, coordinating adult education in vocational agriculture, and duty five, coordinating and advising the young farmer organization.

TABLE V

CORRELATION COEFFICIENTS OF ATTITUDES TOWARD DUTIES

DUTIES	2	3	4	5	6	7	8	9	10	11
1. Adult Education	.394	.378	.263	.467	.228	.255	.189	.260	.187	.241
2. Classroom Teaching		.266	.351	.254	.370	.398	.311	.343	.299	.321
3. Occupational Programs			.227	.305	.166	.185	.108	.242	.151	.107
4. Community Relations				.315	.414	.366	.412	.295	.237	.231
5. Young Farmer Organizations					.276	.242	.200	.262	.146	.216
6. Future Farmers of America						.417	.383	.449	.322	.265
7. Contests							.583	.411	.306	.298
8. Fairs and Shows								.415	.271	.298
9. Supervised Farming Programs									.347	.360
10. Agricultural Mechanics										.303
11. Teacher Improvement										

Table Values $r_{.01} = .148$
$r_{.05} = .113$

The only correlations which were not significant at the .05 level of confidence were between three of the other duties, duty three, directing off-farm occupational experience programs, and between duty eight, directing activities for fairs and shows, and duty eleven, engaging in teacher improvement activities.

High correlations are noted between duty four, engaging in community relations activities, and duty six, advising the FFA, and duty eight, directing activities for fairs and shows. Also, high correlations between duty six, advising the FFA, and duty seven, directing activities for contests, and duty nine, directing supervised farming programs, are noted. Correlations between duty seven, directing activities for contests, and duty eight, directing activities for fairs and shows, and duty nine, directing supervised farming programs, were high. Finally, between duty eight, directing activities for fairs and shows, and duty nine, directing supervised farming programs, the correlations were high. The multiple correlation coefficient of 0.537 was significant at the .01 level of confidence.

Relationship of Self-Evaluation of Success Between Coordinating and Advising the Young Farmer Organization and the Other Duties

The self-evaluation of success was obtained from the vocational agriculture teachers on a seven-point scale on which the teachers were to rate themselves as to how successful they felt they were in each duty. Again, the Pearson Product Moment Correlation was used to determine the correlation coefficients which are shown in Table VI. Only two correla-

TABLE VI

CORRELATION OF COEFFICIENTS OF SELF-EVALUATION OF SUCCESS TOWARD DUTIES

DUTIES	2	3	4	5	6	7	8	9	10	11
1. Adult Education	.226	.308	.271	.521	.181	.222	.201	.193	.197	.281
2. Classroom Teaching		.144	.463	.034	.609	.576	.590	.589	.418	.501
3. Occupational Programs			.115	.323	.057	.119	.079	.085	.079	.125
4. Community Relations				.126	.501	.426	.486	.463	.301	.434
5. Young Farmer Organization					.046	.121	.114	.040	.073	.068
6. Future Farmers of America						.624	.646	.600	.400	.534
7. Contests							.729	.545	.328	.436
8. Fairs and Shows								.615	.332	.426
9. Supervised Farming Programs									.432	.448
10. Agricultural Mechanics										.467
11. Teacher Improvement										

Table Values $r_{.01} = .148$
$r_{.05} = .113$

tions were significant at the .01 level of confidence between duty five, coordinating and advising the young farmer organization. These were duty one, coordinating adult education in vocational agriculture and duty three, directing off-farm occupational experience programs. At the .05 level of confidence, the correlations between duty five and duty four, engaging in community relations activities, and duty seven, directing activities for contests, and duty eight, directing activities for fairs and shows were significant.

A large number of the correlations were rated as high, and six were rated as extremely high. There also were a number of duties which did not have a significant correlation. The highest correlation, .729, was between duty seven, directing activities for contests, and duty eight, directing activities for fairs and shows. The multiple correlation coefficients for the self-evaluation of success for all the duties was .569, which is significant at the .01 level of confidence.

Relationship Between Attitude and Self-Evaluation

The Pearson Product Moment Correlation was used to determine the correlation coefficients between the attitudes of the vocational agriculture teachers toward their duties and the indicated self-evaluation of success scores in those duties. Table VII contains these correlations.

TABLE VII

RELATIONSHIP BETWEEN RESPONDENTS ATTITUDE TOWARD AND SELF-EVALUATION OF PERFORMANCE OF DUTIES

	DUTIES	CORRELATION COEFFICIENTS
1.	Adult Education	.316
2.	Classroom Teaching	.172
3.	Occupational Programs	.375
4.	Community Relations	.148
5.	Young Farmer Organization	.273
6.	FFA	.107
7.	Contests	.267
8.	Fairs and Shows	.257
9.	Supervised Farming Programs	.128
10.	Agricultural Mechanics	.253
11.	Teacher Improvement	.208

Table Values $r_{.01} = .148$
$r_{.05} = .113$

All of the correlations between the teachers' attitudes toward their duties, as obtained by the Semantic Differential and their self-evaluation of success toward each of the eleven duties, were significant at the .01 level of confidence, except duty six, advising the FFA, which was not significant, while duty nine, directing supervised farming programs was significant at the .05 level. The highest correlation, .375, was for duty three, directing off-farm occupation experience programs.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The major purpose of this study was to identify the relationship between the vocational agriculture teacher's attitude toward coordinating and advising the young farmer organization and his attitudes toward his other duties. In order to accomplish this, seven specific objectives were formulated and served as guidelines for the design and conduct of the investigation.

The instrument used to obtain the attitudes of the vocational agriculture teachers toward eleven of their major duty areas was the Semantic Differential. Also, a self-evaluation of success for each of the duties was obtained from the teachers and recorded on a seven-point scale.

The investigator administered the instrument to the vocational agriculture teachers at their regularly scheduled P.I. (Professional Improvement) meetings. An attempt was made to attend these meetings in each district with the district supervisor. When this could not be done, the district supervisor filled in for the investigator.

Data presented in Chapter IV were collected from 305 of the 387 vocational agriculture teachers in the State of Oklahoma. This represents 78.81 percent of the population.

The mean attitude and self-evaluation of success scores of the teachers were calculated for each of the five supervisory districts and for the state as a whole. A mean score for each of the three attitudinal

factors, evaluative, activity, and potency was also calculated. The Pearson Product Moment Correlation was used to determine the correlation between the attitudes toward duties, the self-evaluations of success toward duties, and the attitudes and self-evaluation of success toward duties.

The purpose of this chapter is to summarize the findings, to present conclusions drawn from these findings, and to offer recommendations based on the findings.

Summary and Conclusions

The findings of the study are summarized in this section and provide a basis for reaching a series of conclusions.

Attitude Toward Duties

When scores given by each respondent were totaled, the highest mean attitude score given was to advising the FFA, which was rated as extremely favorable. Conversely, directing off-farm occupational experience programs was given the lowest score based on attitudes held by all respondents. The Central, Southeast, and Southwest Districts rated directing off-farm occupational experience programs as a moderately favorable duty, as contrasted to the teachers of the Northeast and Northwest Districts, which gave the item only a slightly favorable rating. Coordinating and advising the young farmer organization was rated moderately favorable by all districts. Two duties, engaging in community relations activities, and directing supervised farming programs, were rated as extremely favorable on a state-wide basis. The highest rating given to any one duty was by the Southwest District teachers to engaging in com-

munity relations activities, while the lowest rating was given to directing off-farm occupational experience programs by the Northeast District teachers.

It was not surprising to learn that advising the FFA received the highest attitude score, and it is concluded that, based on attitudes, this is the favorite duty of a majority of the vocational agriculture teachers. Another finding that was not surprising is that of rating directing off-farm occupational experience programs lowest on attitudes. A conclusion drawn from this finding is, since it is the latest duty area for vocational agriculture teachers and only a few programs of this type are in operation, that this is the reason for the teachers' low attitude toward it. A reason for this could be that teachers favor traditional programs which have been successful. The favorable attitude toward coordinating and advising the young farmer organization was expected because much emphasis has been put on this duty since the formation of the Young Farmer Association of Oklahoma.

Evaluative, Activity, and Potency Factors of the Attitudes

Three clusters of duties were evident for the Semantic Space of the state. The first one consisted of coordinating adult education in vocational agriculture and directing off-farm occupational experience programs, which were rated as moderately good, slightly active, and moderately strong. In all districts, except in the Northeast and Northwest Districts, these two duties were located in a similar area in Semantic Space. In these two districts, the duty was located in the slightly strong category for a potency factor. The Central District and the Southwest District rated the duty as moderately active.

The second cluster of duties consists of directing all classroom teaching activities, rated extremely good, slightly active, and moderately strong, and engaging in teacher improvement activities, rated extremely good and moderately active and strong. Very similar ratings were given by teachers of all districts, except those in the Southeast District, which lowered the duty score some.

Engaging in community relations activities, directing activities for fairs and shows, directing supervised farming programs, and teaching agricultural mechanics, comprise the third cluster of duties. All duties were rated extremely good, moderately active, and extremely strong. The Northeast and Northwest District teachers rated engaging in community relations activities as extremely strong and moderatly active and passive. The Southeast District teachers rated directing activities for fairs and shows as extremely strong, slightly active, and moderately strong, and directing supervised farming programs was given an extremely good, slightly active, and moderatly strong rating. The Southwest District teachers rated directing supervised farming programs as extremely good, slightly active, and extremely strong.

Coordinating and advising the young farmer organization was rated as moderately good, active and strong by the teachers in all districts, except by those of the Northeast District, who rated it moderately good, slightly active, and moderately strong.

There was a difference in the location in Semantic Space of coordinating and advising the young farmer organization and coordinating the adult education in vocational agriculture, in most of the supervisory districts. A conclusion, based on this finding, is that the vocational agriculture teachers do not associate the two and do not consider the

possibility of using the young farmer organization to meet their contractual adult education requirements.

Another difference in the location in Semantic Space is that of directing activities for contests, and directing activities for fairs and shows. It is concluded that most vocational agriculture teachers do not consider these as similar duties.

The close location of directing all classroom teaching activities and engaging in teacher improvement activities, leads to the conclusion that teachers associate the latter duty as one which can contribute to the improvement of performance for the first duty.

Engaging in community relations activities is located close to directing activities for fairs and shows, which brings the conclusion that teachers perceive the latter duty as a means for fulfilling the obligations for the first duty.

Self-Evaluation of Success

The highest score in this category was given to advising the FFA, which also corresponded with the highest attitude score. The teachers of the Northeast, Southeast, and Southwest Districts scored themselves as extremely successful, while the teachers of the Central and Northwest Districts scored themselves as moderately successful.

Two duties, directing off-farm occupational experience programs and coordinating and advising the young farmer organization, received the lowest scores based on success. The teachers of all districts except the Southeast, scored themselves as moderately successful for directing off-farm occupational experience programs, while these teachers rated themselves as slightly unsuccessful. For success in coordinating and advis-

ing the young farmer organization, the Northwest District respondents scored moderately successful. The Central, Southeast, and Southwest District respondents scored slightly successful, and the Northeast District response was slightly unsuccessful.

On the state basis, eight duties received a moderately successful score, while three received a slightly successful score.

The fact that the teachers rated themselves most successful in advising the FFA is not surprising because the FFA in Oklahoma has an excellent record of achievement in its many activities.

The teachers of the Northeast District did not rate themselves as successful in coordinating and advising the young farmer organization. The fact that there are only two chartered chapters in the district is a possible reason for this score. On the other end of the scale, the Northwest District has 23 chartered chapters, and the teachers rated themselves moderately successful. The Central District with 15 chapters, the Southeast District with six chapters, and the Southwest District with 17 chapters, all rated low in this duty. A reason for this could be that the teachers feel that they have not fully met their obligations in this area.

Tied with the above low score was the one for directing off-farm occupational experience programs. It is concluded that a large majority of the teachers have not been successful in this area.

Rank Order of Priorities

Based on the Semantic Differential score (attitude) and the self-evaluation of success score, the vocational agriculture teachers in the state ranked advising the FFA as first on priorities, with the exception

of the Southwest District teachers, who ranked it second on Semantic Differential score. Directing off-farm occupational experience programs ranked last, except on the self-evaluation scores in three districts. The Northeast District teachers ranked this duty ninth, while the Northwest and Southwest District teachers ranked it tenth. On a state basis, coordinating and advising the young farmer organization ranked ninth, based on Semantic Differential scores and tenth, based on self-evaluation scores. The ranking by the teachers of the districts varied from six to ten on Semantic Differential scores and eight to eleven on self-evaluation scores.

Four duties tied for first in the Central District, and five tied for first in the Southwest District.

Since advising the FFA received the highest rank of priorities of duties, based on attitude scores obtained by the Semantic Differential and the self-evaluation of success scores, it can be concluded that vocational agriculture teachers consider this their main duty. It is concluded that since directing off-farm occupational experience programs was rated lowest on priorities, that most of the teachers do not consider this as an important duty.

Coordinating and advising the young farmer organization rated relatively low on the rank order of priorities. A conclusion from this finding is that this duty is not fully accepted as an area of responsibility of the vocational agriculture teachers, even though the attitude scores were favorable.

The Central and Southeast District teachers both had several duties that were tied for first on priorities, based on self-evaluation of success. It is concluded that they believe they are equally successful in

a number of duties.

Relationship of Attitudes Between Coordinating and Advising the Young Farmer Organization and the Other Duties

All of the correlation coefficients between coordinating and advising the young farmer organization and each of the other duties were significant at the .01 level of confidence, except teaching agricultural mechanics, which is significant at the .05 level of confidence. The highest correlation between coordinating and advising the young farmer organization and the other duties was coordinating adult education in vocational agriculture.

The correlations between all the other duties were significant at the .01 level of confidence, except between directing off-farm occupational experience programs, directing activities for fairs and shows, and engaging in teacher improvement activities, which were not significant.

Since significant correlation coefficients at the .01 and .05 levels of confidence were indicated between coordinating and advising the young farmer organization and the other duties, it is concluded that if the teachers' attitudes toward this duty were favorable, it would also be favorable toward the other duties.

Also, the fact that the correlations between all the other duties were significant at the .01 level of confidence, except for three duties, would tend to substantiate the above conclusion.

Relationship of Self-Evaluation of Success Between Coordinating and Advising the Young Farmer Organization and the Other Duties

Only two correlation coefficients between coordinating and advising the young farmer organization and the other duties were significant at the .01 level of confidence. These were coordinating adult education in vocational agriculture and directing off-farm occupational experience programs. The correlation coefficients between coordinating and advising the young farmer organization and engaging in community relations activities, directing activities for contests and directing activities for fairs and shows, were significant at the .05 level of confidence.

There was no significance between the correlation coefficients between four of the other duties. Three of the other duties had correlation coefficients which were significant at the .05 level of confidence while the remaining duties had a correlation coefficient which was significant at the .01 level of confidence.

Since the correlation coefficients between the self-evaluation of success scores between coordinating and advising the young farmer organization and coordinating adult education in vocational agriculture, were significant at the .01 level of confidence, a conclusion formulated from these findings is that the teachers feel that when they are successful in coordinating and advising the young farmer organization, they are also relatively successful in the other duties.

Again, there were numerous significant correlations between the other duties, indicating that the teachers believe that if they are successful in certain duties, they will also be successful in other related duties.

Relationship Between Attitude and Self-Evaluation

The correlation coefficient between Semantic Differential attitude score and self-evaluation of success score coordinating and advising the young farmer organization was significant at the .01 level of confidence. This level of confidence was also true for eight other duties. The correlation coefficient for directing supervised farming programs was significant at the .05 level of confidence; whereas, there was no significance for advising the FFA. The highest correlation coefficient was for directing off-farm occupational experience programs.

Due to the finding that the correlation coefficient between the Semantic Differential attitude score and the self-evaluation of success score for coordinating and advising the young farmer organization was significant at the .01 level of confidence, it is concluded that the teachers with favorable attitudes toward this duty are also successful in this area.

This conclusion holds true for most of the other duties. The high correlation for directing off-farm occupational experience programs leads to the conclusion that since both the Semantic Differential and the self-evaluation scores were low for this duty, that the teachers' attitudes are not favorable toward this duty; therefore, they are not successful in this area.

An unusual finding is noted for advising the FFA, which had high attitude and self-evaluation scores, but showed no significant correlation.

Recommendations and Implications

The findings of this study and the review of related literature provide a basis for the following recommendations by the investigator for consideration by those who are responsible for teacher education and supervision.

1. All programs of teacher education should continue to direct emphasis toward coordinating and advising the young farmer organization, as well as emphasizing other continuing and new programs as demanded by changing conditions in agriculture and society at large.

2. Emphasis, provided through the student teaching program, should make clear that the young farmer organization can most readily be used for meeting contractual requirements for adult education in vocational agriculture.

3. Priorities given any new program forthcoming should demand careful consideration of comparative values to both secondary school students and adults in agriculture.

4. Recognizing the study finding that success in a duty is closely related to attitudes toward that duty and, further recognizing that attitudes can change, leaders in teacher education and supervision should seriously consider extensive provisions for field seminars or short courses to fully explain new programs and aid teachers in implementing them.

5. All persons with administrative and supervisory responsibilities should give attention to the need to recognize teachers who have successful programs in new areas, such as the young farmer organization to the same degree that they continue to recognize successful performance in traditional programs.

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APPENDIX A

The purpose of this study is to measure the values of certain concepts about the duties of a Vocational Agriculture Teacher by having teachers judge these concepts against a series of descriptive terms. In completing this form, please make your judgment on the basis of what these concepts really mean to you. On each page of this booklet, you will find a different concept to be judged and beneath each are ten sets of terms.

Here is how you will use these scales:

ADVISING THE FFA

Worthless ____:____:____:____:____:____:____ Valuable

If you feel that the concept is related more closely to one term of the scale, place your mark on the side of the scale toward that term. The stronger the relationship you feel the concept has with the term, the closer your mark should be toward the term. However, if you feel that the concept is equally related to the terms at either end of the scale, place your mark in the middle blank.

It is your first impression, the immediate "feelings" about the items, that is desired. Do not worry or puzzle over individual items.

COORDINATING ADULT EDUCATION IN VOCATIONAL AGRICULTURE

Worthless ____:____:____:____:____:____:____ Valuable

Voluntary ____:____:____:____:____:____:____ Required

Effective ____:____:____:____:____:____:____ Ineffective

Good ____:____:____:____:____:____:____ Bad

Unnecessary ____:____:____:____:____:____:____ Necessary

Undesirable ____:____:____:____:____:____:____ Desirable

Active ____:____:____:____:____:____:____ Passive

Useless ____:____:____:____:____:____:____ Beneficial

Progressive ____:____:____:____:____:____:____ Moderate

Weak ____:____:____:____:____:____:____ Strong

DIRECTING ALL CLASSROOM TEACHING ACTIVITIES IN VOCATIONAL AGRICULTURE

Worthless	____	____	____	____	____	____	____ Valuable
Voluntary	____	____	____	____	____	____	____ Required
Effective	____	____	____	____	____	____	____ Ineffective
Good	____	____	____	____	____	____	____ Bad
Unnecessary	____	____	____	____	____	____	____ Necessary
Undesirable	____	____	____	____	____	____	____ Desirable
Active	____	____	____	____	____	____	____ Passive
Useless	____	____	____	____	____	____	____ Beneficial
Progressive	____	____	____	____	____	____	____ Moderate
Weak	____	____	____	____	____	____	____ Strong

DIRECTING OFF-FARM OCCUPATIONAL EXPERIENCE PROGRAMS

Worthless	____	____	____	____	____	____	____ Valuable
Voluntary	____	____	____	____	____	____	____ Required
Effective	____	____	____	____	____	____	____ Ineffective
Good	____	____	____	____	____	____	____ Bad
Unnecessary	____	____	____	____	____	____	____ Necessary
Undesirable	____	____	____	____	____	____	____ Desirable
Active	____	____	____	____	____	____	____ Passive
Useless	____	____	____	____	____	____	____ Beneficial
Progressive	____	____	____	____	____	____	____ Moderate
Weak	____	____	____	____	____	____	____ Strong

ENGAGING IN COMMUNITY RELATIONS ACTIVITIES

Worthless	____	____	____	____	____	____	____ Valuable
Voluntary	____	____	____	____	____	____	____ Required
Effective	____	____	____	____	____	____	____ Ineffective
Good	____	____	____	____	____	____	____ Bad
Unnecessary	____	____	____	____	____	____	____ Necessary
Undesirable	____	____	____	____	____	____	____ Desirable
Active	____	____	____	____	____	____	____ Passive
Useless	____	____	____	____	____	____	____ Beneficial
Progressive	____	____	____	____	____	____	____ Moderate
Weak	____	____	____	____	____	____	____ Strong

COORDINATING AND ADVISING THE YOUNG FARMER ORGANIZATION

Worthless	____	____	____	____	____	____	____ Valuable
Voluntary	____	____	____	____	____	____	____ Required
Effective	____	____	____	____	____	____	____ Ineffective
Good	____	____	____	____	____	____	____ Bad
Unnecessary	____	____	____	____	____	____	____ Necessary
Undesirable	____	____	____	____	____	____	____ Desirable
Active	____	____	____	____	____	____	____ Passive
Useless	____	____	____	____	____	____	____ Beneficial
Progressive	____	____	____	____	____	____	____ Moderate
Weak	____	____	____	____	____	____	____ Strong

ADVISING THE FFA

Worthless	____	____	____	____	____	____	____	Valuable
Voluntary	____	____	____	____	____	____	____	Required
Effective	____	____	____	____	____	____	____	Ineffective
Good	____	____	____	____	____	____	____	Bad
Unnecessary	____	____	____	____	____	____	____	Necessary
Undesirable	____	____	____	____	____	____	____	Desirable
Active	____	____	____	____	____	____	____	Passive
Useless	____	____	____	____	____	____	____	Beneficial
Progressive	____	____	____	____	____	____	____	Moderate
Weak	____	____	____	____	____	____	____	Strong

DIRECTING ACTIVITIES FOR CONTESTS

Worthless	____	____	____	____	____	____	____	Valuable
Voluntary	____	____	____	____	____	____	____	Required
Effective	____	____	____	____	____	____	____	Ineffective
Good	____	____	____	____	____	____	____	Bad
Unnecessary	____	____	____	____	____	____	____	Necessary
Undesirable	____	____	____	____	____	____	____	Desirable
Active	____	____	____	____	____	____	____	Passive
Useless	____	____	____	____	____	____	____	Beneficial
Progressive	____	____	____	____	____	____	____	Moderate
Weak	____	____	____	____	____	____	____	Strong

DIRECTING ACTIVITIES FOR FAIRS AND SHOWS

Worthless	____:____:____:____:____:____:____	Valuable
Voluntary	____:____:____:____:____:____:____	Required
Effective	____:____:____:____:____:____:____	Ineffective
Good	____:____:____:____:____:____:____	Bad
Unnecessary	____:____:____:____:____:____:____	Necessary
Undesirable	____:____:____:____:____:____:____	Desirable
Active	____:____:____:____:____:____:____	Passive
Useless	____:____:____:____:____:____:____	Beneficial
Progressive	____:____:____:____:____:____:____	Moderate
Weak	____:____:____:____:____:____:____	Strong

DIRECTING SUPERVISED FARMING PROGRAMS

Worthless	____:____:____:____:____:____:____	Valuable
Voluntary	____:____:____:____:____:____:____	Required
Effective	____:____:____:____:____:____:____	Ineffective
Good	____:____:____:____:____:____:____	Bad
Unnecessary	____:____:____:____:____:____:____	Necessary
Undesirable	____:____:____:____:____:____:____	Desirable
Active	____:____:____:____:____:____:____	Passive
Useless	____:____:____:____:____:____:____	Beneficial
Progressive	____:____:____:____:____:____:____	Moderate
Weak	____:____:____:____:____:____:____	Strong

TEACHING AGRICULTURAL MECHANICS

Worthless	____:____:____:____:____:____:____	Valuable
Voluntary	____:____:____:____:____:____:____	Required
Effective	____:____:____:____:____:____:____	Ineffective
Good	____:____:____:____:____:____:____	Bad
Unnecessary	____:____:____:____:____:____:____	Necessary
Undesirable	____:____:____:____:____:____:____	Desirable
Active	____:____:____:____:____:____:____	Passive
Useless	____:____:____:____:____:____:____	Beneficial
Progressive	____:____:____:____:____:____:____	Moderate
Weak	____:____:____:____:____:____:____	Strong

ENGAGING IN TEACHER IMPROVEMENT ACTIVITIES

Worthless	____:____:____:____:____:____:____	Valuable
Voluntary	____:____:____:____:____:____:____	Required
Effective	____:____:____:____:____:____:____	Ineffective
Good	____:____:____:____:____:____:____	Bad
Unnecessary	____:____:____:____:____:____:____	Necessary
Undesirable	____:____:____:____:____:____:____	Desirable
Active	____:____:____:____:____:____:____	Passive
Useless	____:____:____:____:____:____:____	Beneficial
Progressive	____:____:____:____:____:____:____	Moderate
Weak	____:____:____:____:____:____:____	Strong

Score yourself as to how successful you believe you are in each of the following areas: (1=unsuccessful; 7=successful) Circle one number:

		Unsuccessful						Successful
1.	Coordinating Adult Education in Vocational Agriculture:	1	2	3	4	5	6	7
2.	Directing All Classroom Teaching Activities in Vocational Agriculture:	1	2	3	4	5	6	7
3.	Directing Off-Farm Occupational Experience Programs:	1	2	3	4	5	6	7
4.	Engaging in Community Relations Activities:	1	2	3	4	5	6	7
5.	Coordinating and Advising the Young Farmer Organization:	1	2	3	4	5	6	7
6.	Advising the FFA:	1	2	3	4	5	6	7
7.	Directing Activities for Contests:	1	2	3	4	5	6	7
8.	Directing Activities for Fairs and Shows:	1	2	3	4	5	6	7
9.	Directing Supervised Farming Programs:	1	2	3	4	5	6	7
10.	Teaching Agricultural Mechanics:	1	2	3	4	5	6	7
11.	Engaging in Teacher Improvement Activities:	1	2	3	4	5	6	7

DATA SHEET

Name_____

School_____

Do you now have a Young Farmer Chapter?_____

If so, for how many years?_____

Did you organize it?_____

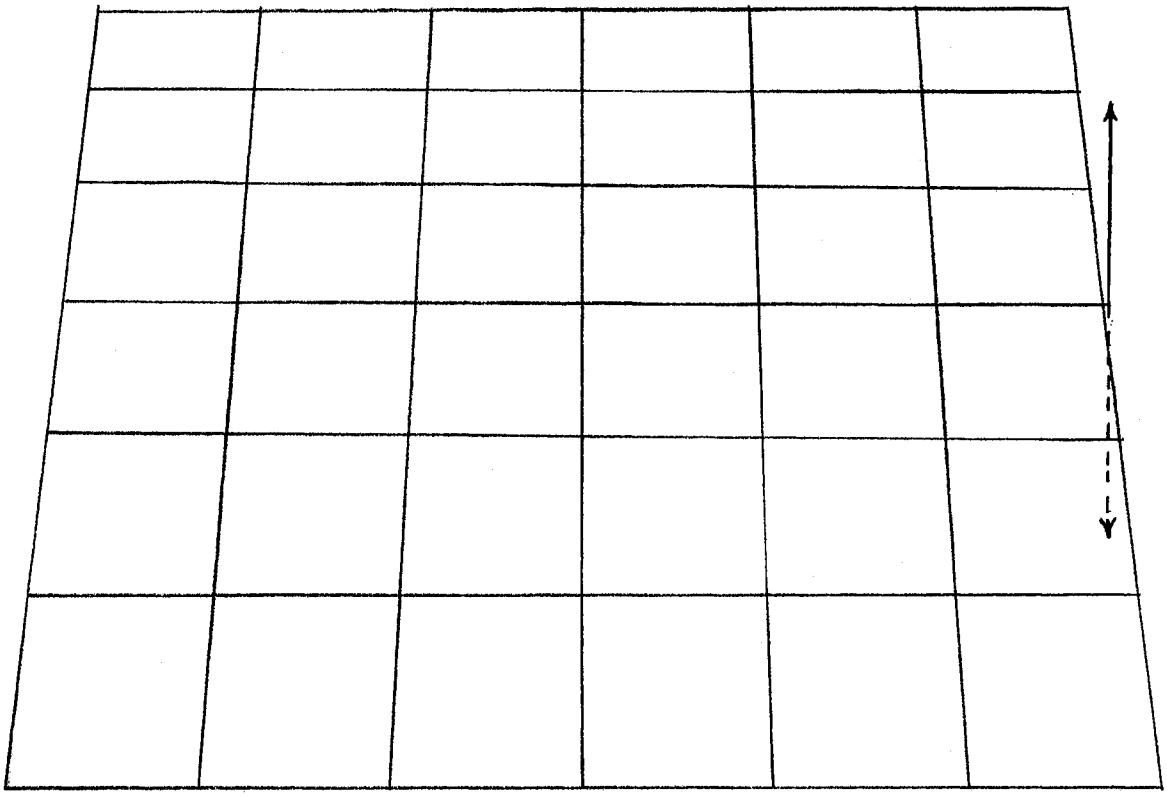
If you do not now have one, have you ever had one?_____

If not, have you attempted to organize one?_____

Are you reimbursed for teaching an Adult Class?_____

APPENDIX B

THE SEMANTIC SPACE



VITA 2

LeeRoy W. Kiesling

Candidate for the Degree of

Doctor of Education

Thesis: THE RELATIONSHIP BETWEEN THE VOCATIONAL AGRICULTURE TEACHER'S ATTITUDE TOWARD COORDINATING AND ADVISING THE YOUNG FARMER ORGANIZATION AND HIS ATTITUDE TOWARD HIS OTHER DUTIES

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Miles, Texas, January 3, 1933, son of Willie and Emma Kiesling.

Education: Graduated from Miles High School, Miles, Texas, in May, 1950; attended Texas A & M University, College Station, Texas, 1950-1951; received Associate in Arts degree from Angelo State University, San Angelo, Texas, in May, 1956; received Bachelor of Science degree from Texas Tech University, Lubbock, Texas, in May, 1958, with a major in Agricultural Education; received Master of Arts degree from Sul Ross State University, Alpine, Texas, in May, 1961, with a major in Range Animal Husbandry; attended Texas A & M University, College Station, Texas, 1966 and 1968. The requirements for the Doctor of Education degree in Agricultural Education from Oklahoma State University will be completed in July, 1971.

Professional Experience: Vocational agriculture teacher, Wall High School, Wall Texas, 1958-1960; sales representative, Allied Mills, Inc., Fort Worth, Texas, 1961-1964; vocational agriculture teacher, Ballinger High School, Ballinger, Texas, 1964-1969; graduate teaching assistant, Agricultural Education Department, Oklahoma State University, 1969-1971.

Leadership Activities: Vice-President, graduate class, Sul Ross State University; President, Ballinger Classroom Teachers Association; President, Coleman District, Texas Vocational Agriculture Teachers Association; Vice-President and President, Graduate Student Council, Oklahoma State University. Membership in Texas Vocational Agriculture Teachers Association, Phi Delta Kappa and Alpha Tau Alpha.